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ABSTRACT

To assist project members in understanding the concepts and philosophy of community-based education in Teacher Corps programs, this document presents eight learning guides. The first two guides relate community-based education to regulations and to emerging community-based policy in the Teacher Corps program. They offer background material for the four guides that follow and provide information on and insight into the legislative intent for community involvement in Teacher Corps. The following guides utilize four case studies of community-based education projects undertaken by the Teacher Corps to explore organizational concepts. Each includes guided activities, a list of behavioral objectives, and a self-test on organizational concepts. The case studies are briefly summarized, but not included. The final two guides treat issues of community council governance, role, and function. The Teacher Corps regulations, a policy paper on community-based education, and information on the functions of the community council are appended. (Author/WD)

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LEARNING GUIDES
FOR
COMMUNITY BASED EDUCATION
AND
COMMUNITY COUNCIL FUNCTIONING
IN
TEACHER CORPS PROJECTS

EASTERN

RCTR
Teacher Corps

Recruitment and Community
Technical Resource Center

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AUGUST 1980

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LEARNING GUIDES
FOR
COMMUNITY BASED EDUCATION
AND
COMMUNITY COUNCIL FUNCTIONING
IN
TEACHER CORPS PROJECTS

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AUGUST, 1980

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Introduction

The eight Learning Guides contained in this book were developed for the Eastern Recruitment and Community Technical Resource (RCTR) Center as one of its contractual responsibilities to the Teacher Corps program. While all of the RCTR Centers shared the responsibility for developing materials and providing assistance to Teacher Corps in the area of community based education, the Eastern Center was responsible for the development of a series of training activity packages or Learning Guides to assist project members in developing a better understanding of the concepts and philosophy of community based education in Teacher Corps. These Learning Guides were written for the purpose of helping all Teacher Corps project members acquire and understand the concepts of community based education.

To help facilitate the use of these Learning Guides, a short commentary about each one is presented in this introduction. The first two Learning Guides relate community based education to the Teacher Corps Regulations and to the emerging community based policy in the Teacher Corps Program respectively. The following four explore how community based education in Teacher Corps projects works based on case study examples from the Teacher Corps publication, Teacher Corps Portraits, Four Case Studies. The final two Learning Guides explore issues relating to (1) community council governance and (2) council role and function.

When using these Learning Guides, the first two, relating to the Regulations and Teacher Corps policy, should be considered as prerequisites for the four that follow which explore community based education in the Four Case Studies. The completion of these Learning Guides will enable the reader to become more familiar with the Legislative intent for community involvement in Teacher Corps and the interpretation of that intent expressed as the Teacher

Corps policy statement entitled *Education That is Community Based (The Teacher Corps Point of View)*.

The next four Learning Guides are based on four case studies of actual Teacher Corps sites. These case studies were originally prepared for use by participants in the 1977 Teacher Corps Corpsmember Training Institute (CMTI). They were also used in 1978 and in 1979 at the final Teacher Corps CMTI, both held in San Diego, California. These case studies illustrate how the three collaborating partners in a Teacher Corps projects can work together to implement community based education. Each case study has a different emphasis. The description of how community based education is implemented in each setting ranges along a continuum. For example, in the Case Study of Distant Drum, policy about community involvement and influence is most noticeable by its absence. The case study on Mid-America illustrates how a community can be involved in school programs. Buena Vista demonstrates how a community moves beyond mere involvement to a level of exerting considerable influence in school decisions. Smoke City describes a situation which represents the most extreme example of community influence and control of school policy and educational programs.

The Learning Guides based on the Case Studies can be used individually to illustrate specific examples of Teacher Corps community based education policy or they can be used as a unit to show a range of community involvement in Teacher Corps projects. Each of these Learning Guides begins with an exploration of key organizational concepts for program development followed by an exercise on identifying examples of each concept within the case study. These activities should familiarize the reader with the various organizational elements in the Case Study. After identifying the organizational concepts, readers are then instructed to review the Teacher Corps policy on community based education, then to review the case study for examples of either the presence or absence of community based education policy. When used properly these case studies should provide readers with a good idea of how Teacher Corps projects function and how community involvement can and should be the cornerstone for project development.

The last two Learning Guides in this book are intended to be used by Teacher Corps members to increase their understanding of community council governance and the council's role and function in Teacher Corps projects. The Learning Guide on goverance explores the various roles of members and officers on the community council and reviews the skills and procedures of governance that each council member should be familiar with. The Learning Guide on council role and function explores some of the specific functions of the community council and the limitations under which it functions.

Community based education is crucial for the development and institutionalization of programs established through Teacher Corps. Without elected community cuncils and the support of the community in which the project is located, there will not be a genuine commitment for maintaining the collaborative spirit for continued educational development. While these Learning Guides do not address this concern directly, they do raise important issues relating to collaboration that should be dealt with in all projects.

LEARNING GUIDES
FOR
COMMUNITY BASED EDUCATION
AND
COMMUNITY COUNCIL FUNCTIONING
IN
TEACHER CORPS PROJECTS

LEARNING GUIDE
FOR
THE TEACHER CORPS OUTCOMES
AND
COMMUNITY BASED EDUCATION

(Based on information contained in the Teacher Corps Regulations)

THE TEACHER CORPS OUTCOMES
and
REGULATIONS

Concept:

The Teacher Corps projects are designed to achieve four specific outcomes. The outcomes become functional through the efforts of the various Teacher Corps elements. The community based education element is represented by the Community Council. To aid in planning project and community council activities, all project members should be knowledgeable of program elements that have an impact on the project's outcomes and the time guidelines for initiating project activities.

Self-Test:

To assist you in determining your degree of knowledge of the Teacher Corps outcomes and elements; you should review and answer the following questions:

1. What are two major purposes of all Teacher Corps projects?
2. What is meant by Improved School Climate?
3. In what way does Teacher Corps hope to improve educational personnel development?
4. What does Teacher Corps propose to do about continuing educational improvements resulting from the Teacher Corps Project?
5. Are educational improvements intended to remain only in the project's school districts? Why or why not?
6. How should school persons deal with multicultural education?
7. Why do teachers need to know about variability in students?
8. What is diagnostic/prescriptive teaching and how is it used?
9. How will pre-service and in-service training of teachers be integrated?
10. How does community based education become a part of the project?
11. What are the timelines for proposed activities for the five years that Teacher Corps projects are funded?
12. What are the definitions of the following: Feeder Schools; documentation; demonstration; institutionalization?

If you were not able to answer all the questions successfully you should read the Teacher Corps Regulations pertaining to Basic Outcomes.

Activity:

After reading the document through once, go back to the self-test questions and use them as a study quide. The questions are grouped by Regulation headings and follow a sequential order. A set of the Teacher Corps Regulations is found in Appendix B.

The answers to questions 1-5 are related to basic outcomes and are found in Section 172.30.

Questions 5-10 deal with program elements and the answers are found in Section 172.62.

Question 11 asks for timelines which is also found in Section 172.30.

The definitions for question 12 are found in the following Sections of the Regulations: feeder system, 172.12; documentation, 172.52; demonstration, 172.65; and institutionalization, 172.60 and 172.64.

Performance Objectives or Post-test:

Once you have read the Regulations and completed the Activity you should be able to:

1. describe the dual purpose of Teacher Corps projects.
2. write an example that describes each of the four Teacher Corps outcomes;
   a). improved school climate
   b). improved educational personnel development
   c). continuation of education improvement
   d). adoptation or adaption of improvements by others.
3. list the four program element and describe each in a paragraph.
4. list the common activities of Teacher Corps Projects for year 1; year 2 and 3 and year 4 and 5.

5. demonstrate an understanding of the concept of feeder schools by listing the schools in your project.
6. write a short essay discussing the importance of documentation for Teacher Corps Projects.
7. document how the concepts of demonstration and institutionalization are incorporated in the Basic Outcomes.

LEARNING GUIDE

for

EDUCATION THAT IS COMMUNITY BASED
(the Teacher Corps Point of View)

--- A Policy Paper ---

Concept:

The concept of Community Based Education in the Teacher Corps Program represents a fundamental attitude and philosophy about education that places the community and its resources in a central decision-making position in the educational process.

The purpose of this Learning Guide is to acquaint you with the definitions, strategies, and responsibilities which describe the policy of the Teacher Corps on Community Based Education.

Self-Test:

By answering this series of questions, you can determine whether or not you are sufficiently knowledgeable of community based education from the Teacher Corps perspective.

1. What is the basic philosophy of community based education in Teacher Corps?
2. What should the education provided in the schools be based upon?
3. According to community based education, to whom is education available?
4. By definition, what does the community include?
5. How do the definitions and attitudes of community based education affect Teacher Corps programs?
6. What is meant by collaboration and what function does it serve?
7. What is a needs assessment and why is it important?
8. Who and what work together to formulate a project design?
9. What strategies does community based education utilize to assure the involvement of community persons in Teacher Corps projects?
10. By what mechanism is the community represented in the Teacher Corps Outcomes?
11. What are the four major Teacher Corps Outcomes?
12. Whose responsibility is it to implement each of the four Outcomes?
13. How does Community Based Education get involved in the implementation of each of the four Outcomes?

Activities:

If you were not able to answer each of these questions to your own satisfaction, you should read thoroughly the document entitled "Education That is Community Based (the Teacher Corps Point of View)". Appendix C. In order to help you focus on particular parts of the policy paper, you should reread the paper and answer the self-test questions as you do.

The answer to question 1 is found in the first portion of the paper labeled Background.

Questions 2, 3, and 4 are discussed in the next section under the heading Definitions.

The section called Strategies contains the answers to questions 5, 6, 7, 8, and 9.

Questions 10, 11, 12, and 13 are explained in the part labeled Responsibilities.

Performance Objectives or Post-Test:

After you have read the document and answered the questions satisfactorally. You should be able to:

1. State, in your own words, the philosophy of community based education.
2. List four components of the definition of community based education.
3. Describe the groups which make up the community.
4. Write a short paragraph describing the importance of collaboration between the school, the university, and the community.
5. Outline how the community is utilized when doing a needs assessment.
6. State six ways in which community based education seeks to provide better school programs.
7. Describe in your own words the four Teacher Corps Outcomes.
8. Explain in writing how the outcome, to improve school learning climate, is served by community based education.
9. State who is primarily responsible for the implementation of an education professional development system and how community based education can aid in its achievement.
10. Describe the role of the community in the institutionalization outcome.
11. Describe the role of the community in the budgetary concerns of the project.
12. List who is responsible for the adaptation and adoption of educational improvements resulting from the Teacher Corps project.

When you complete these performance objectives, you will have demonstrated your knowledge of the Teacher Corps policy document for community based education.

LEARNING GUIDE
FOR
COMMUNITY BASED EDUCATION
IN
"THE DISTANT DRUM"

A Case Study From:

TEACHER CORPS PORTRAITS
FOUR CASE STUDIES

Introduction

Suggestions for Using the Learning Guide with the case study: Distant Drum

The activities outlined in this Learning Guide are designed to be used on an individual bases, but with modifications, this case study can also be used with groups. Group use is suggested since the interaction involved in group processes will help individual members integrate the concepts found in Distant Drum with Teacher Corps community based education policy.

The case study should be distributed to group members prior to the activities. Have each member read "Distant Drum" and complete the Self Test, starting on page 13, and Part I prior to the group session. The questions that are contained in the post test to Part I serve the function of helping the members internalize the organizational concept of the "Distant Drum" Teacher Corps project.

Eight of these questions, 5, 8, 9, 12, 13, 18, 23, 24, are designed to provoke inquiry among the group members and can be used as items for further discussion.

Before commencing discussion groups, individuals should take about 45 minutes to individually answer, on paper, the remaining 16 questions.

Questions 5, 8 and 9 are concerned with the conflicts that occur because the teachers and the "People" have different belief systems which regulate their behavior. These items can be discussed together.

Questions 13 and 14 are related to power, motivation, and decision-making, and may grouped for discussion.

Question 19 deals with preconceptions of members of Teacher Corps. Members of all Teacher Corps projects will anticipate and envision certain problems. This question illustrates how reality does not always correspond to expectation.

Question 24 has no correct answer, but has been included for purposes of stimulating inferences and clarifying values.

Question 25 is an application question that is meant to encourage members to draw correlaries between Distant Drum and their own Teacher Corps project.

Each question or group of questions may be discussed independently. You should choose those questions that you feel are appropriate for your group as time permits. By individually answering some questions and by discussing others, the group members should become thoroughly familiar with the story of "Distant Drum" and key organizational concepts. They should now be ready to examine Teacher Corps community based education policy as it relates to this particular case study as well as to their own project.

Part II of this Learning Guide, beginning on page 17, may be completed as an individual activity or as a small group acitivity in which groups of about 3 or 4 members collaboratively look up the examples, and discuss the presence or absence of Teacher Corps community based education policy. Policy is most noticeable by its absence, and this section illustrates many examples as to how and why the implementation of a Teacher Corps community based education policy can make a difference. It should take participants approximately one hour to complete Part II activities.

The behavioral objectives found on page 18 describe what group members should be able to do and complete as:

a) an individual assignment;
b) focal points for discussion; and
c) projects for small groups to present to the large group.

The strategies described above are suggested ways for using this Learning Guide with groups and should by no means be considered complete. Several other teaching and learning strategies could be adopted for use with this Learning Guide such as role playing or the addition of audio-visual aids.

Concept:

District Drum is case study of a Teacher Corps project set on a Native American reservation. Because each individual Teacher Corps project has its own distinct population and identity, this example may or may not share similarity with your project. By studying this example, the reader should gain some insight to key organiztional concepts that are common to many Teacher Corps settings. As such, this case study may provide clues for a beginning or "jumping off" place for designing and implementing community based education activities for your particular Teacher Corps project.

It is suggested that the Learning Guide for "Education that is Community Based" be be completed before proceeding with the activities prescribed on the following pages.

Self-Test on Organizational Concepts

This test is designed to test your knowledge of the organizational concepts that are found throughout the case study. It is not a test of the contents of the case study per se.

Matching

Select the word from the list below that best fits the definitions that follow. Insert the appropriate word into the blank beside each definition.

List of words to choose from (use a word only once).

Authority
Norms
Slippage
Decision Making
Informal Structure

Power
Formal Structure
Communication
Influence

Role Set
Motivation
Organizational Structure
Conflict

---

1. ______________________ is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person.

2. ______________________ is the capacity to require specified behavior.

3. ______________________ is the right to direct the behavior of others, and to do so on the basis of position.

4. ______________________ is readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

5. ______________________ is the process by which information is shared.

6. ______________________ is the presence of discordance within, between, or among individuals, groups, and/or organizations.

7. ______________________ is the process of making judgements and choices.

8. ______________________ standards that govern the behavior of individuals in particular settings.

9. ______________________ is a constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

10.______________________ is the pattern of relationships among roles or positions in an organization.

11.______________________ is the planned pattern of relationships based upon the mission and technical requirements of the organizations.

12.______________________ is the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

13.______________________ is that distortion which occurs as policy and/or information are transmitted within the organizational structure.

PART I

The answers to the quiz are found in Appendix A. If you miss-matched any of the above definitions, study the words and definitions carefully before proceeding to the next activity.

Read Distant Drum thoroughly for an overall impression. Think about the key organizational concepts in the self-test. Read the Case Study again. This time keep the corrected self-test by the text as you read. If a paragraph is concerned with one of the organizational concepts, note the concept in the margin to the left. Some paragraphs may contain more than one concept and others may not contain any.

The author of the case study illustrates numerous examples of the key organizational concepts. His examples are as follows:

Concept:	Paragraph:
Influence	76
Power	6, 75-76, 81-85, 123
Authority	55
Motivation	9, 16, 55, 68, 70-72, 115, 138
Communication	2-8, 13-15, 17-19, 49, 58, 74-75, 77, 82, 121, 136, 140

Concept:	Paragraph:
Conflict	9, 14, 15, 17, 19, 37, 65, 82, 105-8, 115, 117-119, 121
Decision-Making	55, 77, 81, 96, 113, 136
Norms	10, 14, 15, 17, 20, 37, 52, 55, 57, 58, 65, 75, 80, 90, 98, 121
Role Set	17-19, 39, 52, 68, 69, 117, 121, 136, 137
Formal Structure	57, 77, 8[illegible], 128, 133, 136, 137
Informal Structure	4, 8, 51, 53, 74
Slippage	80, 82, 115, 125, 126

Compare the author's examples with the ones you located. What similarities do you observe. Notice how often conflict is related to norms and role set.

POST-TEST:

After you have completed Part I, test your knowledge of the story and the key concepts by answering the following questions:

Page #:	Question to be answered:
17-18	1. Describe what its like to live in Distant Drum.
18-19	2. What facilities were available for the people to gather and socialize.
20	3. The highway had a special impact on the people. What was it?
21	4. What did the people expect of the school for their children? For themselves?
21-22	5. Mona and Lisa made a list of the people's traditional beliefs on which the norms of the people are based. The teachers' visit to a student's home represented a conflict in norms. If you had been the teacher, how would you have reacted to the situation?
23-24	6. How did Noah use Mona-Lisa's list of beliefs to initiate changes in teaching practices?
24	7. How did the teachers describe the characteristics of the people?
25	8. How did the teacher's belief about how children learn to read conflicts with the norms of the poeple?

26 9. Jeanne, an aide and a Native American, was chastized because the children she helped did not pass the test. Why do you think that she did not stand up for herself or for the children?

27 10. How did Mona assess the conflict and what proposal did she make?

30 11. How do the teachers utilize the open space of the primary school?

31-32 12. Why did each of the three superintendents have responsibility for Distant Drum?

32 13. Why did so many teachers leave the school after 1 or 2 years?

33-34 14. Why did Mrs. Custer change her ideas about how a spelling bee should operate?

35 15. How do the faculty's perception's of the interns role differ from the interns belief of their role?

35 16. Why is there conflict between the 4 graduate interns and the 20 undergraduate interns?

35 17. With the arrival of the interns what happened with the teacher aides?

36 18. In what ways did the interns' anticipation of the problems differ from the actual problems faced while working in Distant Drum?

36 19. Were the older teachers a help or hindrance? Why and why not?

37 20. What were some of the problems that the Teacher Corps five year plan was designed to address?

38 21. In the first 2 years, how many of the goals were met?

39 22. Describe some of the problems in meeting the goals.

39 23. One of the interns was a Native American, during the first year one of the interns had difficulty adjusting and left in mid year.
a) Do you think Noah was the Native American? Why or why not?
b) Do you think it was the Native American who left? If you think it was, can infer why?

24. Describe several ways in which Distant Drum is similar and dissimilar to your own project.

PART II:

Once you have completed Part I you should once again review the Learning Guide related to Teacher Corps Policy. The fundamental attitude and philosophy of Teacher Corps places the community in a more central position in the education of students and teachers. Many of the educational problems in Distant Drum arise from differences in the beliefs of non-Native American educators and the beliefs of the people receiving the education. It is evident that community based education philosophy did not exist in Distant Drum prior to the Teacher Corps project. After a year of Teacher Corps, community based education is just beginning to be noticeable and as yet is certainly not a vital force in the educational process.

Throughout the text, community based education is missing by definition and strategy. Examples of the presence or absence of community based education can be found as follows:

a). The school's conformity with the wishes and desires of the community, page 20 and 21, lines 16-20.

b). Education based on the needs of the children and conforming to the wishes and desires of the people, page 23.

c). A case in which the collaboration strategy is used, pages 23, line 3. (Paragraph 54-69 demonstrates several processes where Teacher Corps policy could make a difference).

d). A case in which education is not equally available to all students, pages 25-26, lines 55-69.

e). An example in which a needs assessment of the "Peoples'" learning style would aid the teacher, page 25-26, lines 54-69.

f). In this same section (54-69) is an example of how the Teacher Corps Outcome of improving educational personnel development could be used to improve school climate.

g). The teacher's failure to make use of the knowledge of her aide, Jeanne, a Native American, as a resource for learning, page 25, lines 55-65.

h). Another illustration of not using available community persons as resources is the example of the Red Foxes. The strategy of collaboration would be beneficial here, page 28-29, line 76.

i). The beginning of the implementation of community based education is found on pages 29 and 30, lines 77-78.

j). A conflict in the Teacher Corps policy and the superintendent's power, page 30-31, line 81, which resulted in goals not being implemented.

k). Problems associated with the Teacher Corps outcome of improving educational personnel development, page 31.

l). An attempt by Mrs. Custer to improve school climate, page 34-35, lines 109-114.

m). Examples of where collaboration could help with the education personnel development outcome, page 35, lines 115-118.

Now read pages 37 through 39. Cite examples where Teacher Corps policy is working effectively and examples where the plan for implementing the policy is having difficulty.

Behavioral Objectives:

When you have completed Parts I and II of this Learning Guide, you should be able to:

1. define and give an example of each of the 13 key organizational concepts, (list);
2. describe in writing three major underlying and ongoing problems of the "People";
3. identify at least four examples in which the teachers' beliefs and the "People's" beliefs resulted in conflict in the education process;
4. locate three examples in the text in which a needs assessment would be beneficial to the education of the "People";
5. find four examples in which the strategy of collaboration would be useful;
6. make an outline describing the wishes and desires of the community with regard to the education provided in the school;

7. describe four ways in which this community could be used as resources;
8. discuss three process by which the education provided in the schools would be available to all residents of the community; and
9. outline a Teacher Corps strategy for implementing community based education policies in Distant Drum.

LEARNING GUIDE

FOR

COMMUNITY BASED EDUCATION

IN

"MID-AMERICA"

A Case Study From:

TEACHER CORPS PORTRAITS
FOUR CASE STUDIES

Introduction

Mid-America is a case study of a Teacher Corps project that is located in a remote, but growing and changing, rural community. The community's values and lifestyles reflect those of a mid-American community that might be found in the Midwest. One emphasis of this case study is the relationship between the Teacher Corps Interns and the teachers, students, and community. Since this case study is but an example of one project, your project is likely to reflect both similarities and differences from this project. By examining this case study, readers should gain insights for developing and implementing community based education strategies that can be effective in other project situations.

This Learning Guide is presented in two parts. The first part focuses on key organizational concepts. The second part looks at the case study of Mid-America as it relates to community based education in Teacher Corps. Before beginning Part II of this Learning Guide, the Learning Guide on community based education "Education that is Community Based (The Teacher Corps Point of View)" should be completed.

When using this Learning Guide, the case study should be distributed to participating members prior to the beginning of learning activities. Also, participants should read "Mid-America" and complete the Self-Test and Part I prior to group sessions. The questions that accompany the post test to Part I to help participants internalize the organizational concepts of the "Mid-America" Teacher Corps project.

Self-Test on Organizational Concepts

This test is designed to test your knowledge of the organizational concepts that are found throughout the case study. It is not a test of the contents of the case study per se.

Matching

Select the word from the list below that best fits the definitions that follow. Insert the appropriate word into the blank beside each definition.

List of words (use a word only once).

Authority
Norms
Slippage
Decision Making
Informal Structure
Power
Formal Structure
Communication
Influence
Role Set
Motivation
Organizational Structure
Conflict

---

1. ______________ is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person.

2. ______________ is the capacity to require specified behavior.

3. ______________ is the right to direct the behavior of others, and to do so on the basis of position.

4. ______________ is readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

5. ______________ is the process by which information is shared.

6. ______________ is the presence of discordance within, between, or among individuals, groups, and/or organizations.

7. ______________ is the process of making judgements and choices.

8. ______________ standards that govern the behavior of individuals in particular settings.

9. ______________ is a constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

10.________________________ is the pattern of relationships among roles or positions in an organization.

11.________________________ is the planned pattern of relationships based upon the mission and technical requirements of organizations.

12.________________________ is the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

13.________________________ is that distortion which occurs as policy and/or information are transmitted within the organizational structure.

PART I

The answers to the self-test on key organizational concepts are found in Appendix A. If you missed any of the definitions, carefully study the original definitions before beginning the next activity.

Read the Mid-America thoroughly for an overall impression. Think about the key organizational concepts in the self-test then read the case study again. This time keep the corrected self-test by the text as you read. If a paragraph contains one or more of the organizational concepts, pencil the concept in the margin to the right. Some paragraphs may include more than one concept and others may not contain any.

The author illustrates numerous examples of the key organizational concepts. His examples are as follows:

Concept:	Paragraph:
Influence:	4, 15, 23, 24, 33, 38, 97, 98.
Power:	21, 33. 38, 53, 115.
Authority:	1, 4, 21, 24, 33, 98, 100, 108, 113.
Motivation:	43, 53, 106, 108, 109, 111.
Communication:	3, 6, 10, 25, 39, 100, 101, 109.
Conflict:	11, 26, 27, 29, 30, 33, 36, 37, 99, 100, 104, 105, 107, 108, 109, 112, 113.

Concept:	Paragraph:
Decision Making:	1, 45, 47, 97, 98, 100, 106, 110, 115.
Norms:	8, 19, 20, 22, 29, 30, 34, 43, 44, 49, 68, 100, 102, 110.
Role Set:	17, 26, 27, 111.
Formal Structure:	25, 35, 49, 96, 109, 111, 115.
Informal Structure:	11, 13, 22, 36, 41, 47, 109, 112, 114.
Slippage:	12, 31, 99, 114.

The numbers above represent paragraphs in the case study. Compare the Author's examples with your own. And note the similarities and differences.

POST-TEST

After you have completed the activities of Part I, test your knowledge of the story and the key organizational concepts by answering the following questions.

Page #		Question to be Answered
41	1.	What teaching strategies are used in the eighth grade science classroom example?
41-42	2.	What is the teacher's role in the classroom?
43	3.	What are the two areas of special need in the Mid-America Junior High School?
43-44	4.	What was the general feeling of the teachers regarding the Teacher Corps Project?
44-45	5.	Why did the teachers accept the college reading instructor even though he was regarded as a "hippie prof"?
45	6.	In what ways did the principal's feelings toward the interns and the instructor influence the teachers?
46-47	7.	What were some of the sources of conflict between the teachers and the interns?
47-48	8.	How has growth in Mid-America affected the Black community?

Page #		Question to be Answered
48	9.	What influence does the church have on both the Black and white communities?
49	10.	Although the school is integrated, what is the basis of the social patterns in and out of the school?
50-51	11.	What are some alternative strategies for forming groups in Mr. Jefferson's class?
51-54	12.	What other methods do you think would be effective for settling the problem of the vandalized model?
55	13.	Both the school board and the superintendent sought teachers' and parents' views when making decisions. However, while both groups had influence, neither had any power. How do you think each group felt about this situation?
56	14.	Do you think that the community is sufficiently involved in the schooling processes? Show evidence for your reasoning.
57	15.	Much of the conflict in Mid-America concerns the interns and their role. What do you think their role should be and, should the interns be given more responsibility?
58	16.	How did Abby, the Team Leader, feel about the CMTI? With whom is she in conflict?
58.	17.	What was the community's view of the Teacher Corps Project?
59.	18.	Were the students involved in decision-making? How?
59.	19.	How were the problems related to the Team Leader resolved?
60.	20.	Would you describe the Teacher Corps Project in Mid-America as successful? Why or Why not?

The numbers in the left margin above are the page numbers on which the answers to these questions can be found.

PART II.

Activities

Once you have answered the post-test questions to your satisfaction, you should go back and review the Teacher Corps policy statement, Education That is Community Based—(The Teacher Corps Point of View).

In Mid-America Junior High School the School-Community Council is operating. Several examples exist in this case study which demonstrate the community's influence on school policy. Start at the beginning of Mid-America and look for evidence of community based education policy in effect. At the same time, note examples of places where policy is not being adhered to according to its definitions and strategies but would prove effective if community based education were to be implemented.

Some examples of the presence and absence of policy can be found in this case study. Listed below are examples where policy is: a) present and effective; b) present but not effective; and c) absent. The numbers to the left indicate the paragraphs where these examples are found. Some examples also have questions. Answer those as you read through the examples.

Paragraph		
9	a)	illustrates collaboration when doing a needs assessment.
28-30	b)	in this example, the interns' values differ from the community's values. Would this be an example of conflict between interns and community based education policy?
33-43	c)	considering the social structure of the community, do you think that the Black community is representative and functional according to community based education definitions?
97	d)	an example of the school board and the superintendent providing a school education that is in keeping with the desires and wishes of the community.
100	e)	an example in which people of the community have a responsibility for the implementation of learning programs.

100 f) an example where collaboration between the interns and community parents could help resolve conflict.

101 g) an example of interns being introduced to community values, norms, and expectations.

109 h) example of collaboration to assure that community persons are informed of project activities.

114-115 i) does the Steering Committee conflict with community based education policy?

Behavior Objectives

When you have completed Parts I and II of this Learning Guide, you should be able to:

1. define and give examples from the case study "Mid-America" of each of the thirteen key organizational concepts.
2. write a paragraph describing the general teaching philosophy of Mid-America Junior High school.
3. identify and state four reasons why the interns were having conflict.
4. describe in writing the social structure of Mid-America as it relates to the Black and white communities.
5. give an example which demonstrates that the community has a "voice" in the learning programs in the school.
6. cite three examples in which the community based education policy of collaboration is used in decision making.
7. discuss an example in which the needs and desires of the community are (a) are taken into consideration and (b) should be taken into consideration.
8. describe three ways in which the Teacher Corps project is successful.
9. describe two ways in which the project could be more effective.

LEARNING GUIDE

FOR

COMMUNITY BASED EDUCATION

IN

"BUENA VISTA"

A Case Study From:

TEACHER CORPS PORTRAITS
FOUR CASE STUDIES

Introduction

The Buena Vista Teacher Corps Project is a case study of a school located in a barrio of a large city. The population is primarily Mexican American and the thrust of the Project is bilingual education. This case study illustrates several examples of how to bring the community involvement into the educational programs provided by the school. Its use should serve as a source for stimulating ideas and strategies for activating community involvement in education in other Teacher Corps projects.

This Learning Guide is written in two parts. The first part focuses on key organizational concepts found in Appendix A. The second part relates the case study to the Teacher Corps community based education policy statement. Readers should complete the Learning Guide on community based education policy before beginning Part II of this activity.

When using this Learning Guide, the case study should be distributed to participating group members prior to the beginning group activities. Also, each group member should read "Buena Vista" and complete the Self-Test on the following page and Part I on page 32 prior to group activities. The questions found on pages 33 and 34 in the post-test to Part I serve the function of helping participants internalize the organizational concepts of the "Buena Vista" Teacher Corps project.

Self-Test on Organizational Concepts

This test is designed to test your knowledge of the key organizational concepts that are found throughout the case study. It is not a test of the contents of the case study per se.

Matching

Select the word from the list below that best fits the definitions that follow. Insert the appropriate word into the blank beside each definition.

List of words (use a word only once).

Authority
Norms
Slippage
Decision-Making
Informal Structure
Power
Formal Structure
Communication
Influence
Role Set
Motivation
Organizational Structure
Conflict

---

1. ______________________ is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person.

2. ______________________ is the capacity to require specified behavior.

3. ______________________ is the right to direct the behavior of others, and to do so on the basis of position.

4. ______________________ is readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

5. ______________________ is the process by which information is shared.

6. ______________________ is the presence of discordance within, between, or among individuals, groups, and/or organizations.

7. ______________________ is the process of making judgements and choices.

8. ______________________ standards that govern the behavior of individuals in particular settings.

9. ______________________ is a constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

10. ______________________ is the pattern of relationships among roles or positions in an organization.

11. ______________________ is the planned patterns of relationships based upon the mission and technical requirements of the organizations.

12. ______________________ is the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

13. ______________________ is that distortion which occurs as policy and/or information are transmitted within the organizational structure.

PART I

Activities

The answers to the Self-Test on key organizational concepts are found in Appendix A. If you missed any definitions, carefully study the organizational definitions before beginning the next activity.

Read the Buena Vista thoroughly for an overall impression. Think about the key organizational concepts in the self-test then read the case study again. This time keep the corrected self-test by the text as you read. If a paragraph is concerned with one of the organizational concepts, pencil the name of that concept in the margin to the right. Some paragraphs may include more than one concept, others may not include any.

The author sites numerous examples of the key organizational concepts. His examples, sited by paragraph number, are as follows:

Concept:	Paragraph:
Influence:	8, 13, 16, 17, 20, 22, 26, 27, 31, 67, 74, 79, 82, 115, 118.
Power:	7, 9, 10, 13, 20, 23, 84, 117, 119.
Authority:	23, 67, 68, 81, 83, 98, 117, 118.
Motivation:	9, 13, 17, 18, 20, 21, 25, 65, 79, 82, 95-97.
Communication:	8, 10, 13, 18, 23, 26, 31, 63, 64, 73, 74, 80, 82, 93, 98, 113.
Conflict:	10, 12, 21, 22, 24, 38, 68, 72, 84, 85, 95, 96, 105, 110.
Decision-Making:	6, 9, 15, 18, 67, 118, 119.

Concept:	Paragraph:
Norms:	7, 8, 11, 26, 31, 38, 45-49, 64, 66, 86, 75, 77, 80, 85.
Role Set:	26, 68, 70.
Formal Structure:	8, 27, 29, 67, 68, 98, 118.
Informal Structure:	21, 22, 67, 73-75, 77, 82, 84, 93, 94, 98.
Slippage:	22

Compare the Author's examples with your own and note similarities and differences.

POST-TEST

After you have completed activities of Part I, test your knowledge of the story and the key organizational concepts by answering the following questions:

Page #		Questions to be Answered
63-65	1.	What are some of the physical constraints that are operating in Buena Vista?
66	2.	Who are the Vendidos or Tio Tacos and what are the feelings about them in the barrio?
66-67	3.	How have the Blacks and Chicanos been able to exert influence in the city?
67	4.	How has the school board failed to deal with racial segretation in the city?
68	5.	What is a major problem of the bilingual education programs that currently exist in the city?
68	6.	Who are Charles Martinez and Jesus Gomez and why is there conflict between them?
69-70	7.	How does the community feel about the principal and the assistant principal?
70	8.	Do you think the principal is well liked because he is viewed as influential and powerful?
71	9.	How do the bilingual and monolingual programs differ in the school?
72	10.	In what ways is the community involved in school programs?

Page #	Questions to be Answered
73-75	11. How did Mrs. Rios aid Mrs. Rivers by explaining the cultural differences between the Chicanos and the Anglos in the classroom?
75-76	12. What was the school's view of how the students and community members should be treated?
76	13. What were the goals of the Buena Vista Teacher Corps Project with respect to bilingual education?
77	14. What do you think caused the interns to go directly to the Project Director, Enrique Cruz, with problems rather than to the team leader, Vera?
78-79	15. Much of the conflict in the Elm Street School concerned Vera, the team leader. How do you think she could have countered her problems?
84-85	16. Do you think Celia's assessment of the monolingual classroom was fair? Why or Why not?
85	17. Why were the interns were supportive of Linda, the community coordinator, but not Vera, the Team Leader?
86-87	18. What was the main problem between the project director, Cruz, and the community coordinator, Linda? What could have been done to help solve the conflict and problem?
	19. Do you think that the Buena Vista Teacher Corps project reflects a good example of community based education? Why or Why not?

Answers to the questions are found on the pages noted in the left margins.

Answer the questions to your satisfaction before beginning Part II activities

PART II

Activities

In Buena Vista, the community is actively involved in the programs and activities of the Elm Street School. There are several instances in the case study which reflect community based education. You should review the community based education policy document and complete the Learning Guide on Teacher Corps community based education policy at this point if you have not already done so.

After reviewing the Teacher Corps community based education policy, read Buena Vista again and note examples of Teacher Corps community based education policy in operation. Also note situations in which community based education policy is not being followed or where it could be more effective.

Listed below are examples from Buena Vista where community based education is being, or could be, utilized.

Page #	Paragraph		Example
63	23	a)	illustrates a program based on the needs of the children.
65	8	b)	shows the community's perception of educational and community needs which indirectly affect education programs.
68	17-18	c)	illustrates a need for institutionalization of programs, i.e., without federal funds. The three partners of the Teacher Corps project need to get a commitment from the school board to maintain bilingual programs after federal funding ceases. An example of the Teacher Corps outcome of continuation of educational improvements.
68	18-19	d)	the strategy of collaboration could be used for overcoming differences between the Chicano administrator, Martinez, and the community as represented by Gomez.
69	22	e)	an example of how the Chicano teachers, a community resource, could be utilized more effectively.
69	23	f)	shows how the desires and the wishes of the community are incorporated into programs.
70	25	g)	illustrates the Teacher Corps outcome of improved educational development for school personnel.
71	28	h)	the aide illustrates using community persons as resources and the Teacher Corps outcome of improved school climate.
77	23	i)	another example of utilizing community persons as resources.
73-75		j)	shows how collaboration is used for settling differences that are related to norms, values, and expectations of the teachers and students.

Page #	Paragraph	Example
76	65	k) another example of the Teacher Corps outcome of an improved educational personnel development system.
77	66	l) an example of using human resources and services from the community.
77	67	m) an example of collaboration.
78	71	n) reflects a community based education attitude.
79	73	o) this is a negative example which indicates a need for the strategy of collaboration.
81		p) would you say that the monolingual classroom is based on the needs of the children?
85	111	q) another example of the need for collaboration between community persons and the Teacher Corps project director. The community coordinator is not introduced to the methods and skills necessary for effective leadership.
86	115-116	r) an example of effective use of collaboration.
87		s) by definition, would you say that pages 86 and 87 illustrate a positive example of community based education policy?

The numbers in the left hand margin are the page numbers where the examples are found. The numbers in parenthesis identify the paragraphs in which the examples are found.

Behavioral Objectives

When you have completed Parts I and II of this Learning Guide, you should be able to:

1. define and give examples of each of the thirteen key organizational concepts.
2. list four problems associated with the Buena Vista community.
3. give three examples in which the Chicanos were able to influence decisions made in the city.
4. identify the major weakness of the bilingual education program.
5. list three ways in which the school principal incorporated community based education policy in school programs.

6. identify five norms that affect the children's and teacher's behaviors in the school.
7. list three examples of the positive use of collaboration in the school.
8. cite three examples in which the strategy of collaboration could have enhanced the project.
9. locate two examples in which the needs and desires of the community were reflected in the bilingual programs.
10. outline an alternative strategy that the team leader might use to overcome her conflicts.
11. describe on paper strategies that reflect community based education policy which would enable the community coordinator, Linda, to be a more effective leader and link with the school and the community.
12. list three examples which illustrate that community based education in the Teacher Corps Project was effective.

LEARNING GUIDE
FOR
COMMUNITY BASED EDUCATION
IN
"SMOKE CITY"

A Case Study From:

TEACHER CORPS PORTRAITS
FOUR CASE STUDIES

Introduction

Smoke City is a case study of a Teacher Corps Project in an older inner-city area of a large Midwestern city. Characteristically, it is somewhat different from the sterotype of life in the inner-city. The community has a great impact on the site school's programs and was instrumental in having the school building constructed. As such, Smoke City can serve as a model for community based education in action. While the Smoke City Teacher Corps project may differ from your own project, it should provide a number of strategies and examples that can help enhance community participation in educational decision-making in your project.

This Learning Guide is presented in two parts. The first part reinforces key organizational concepts and the second part relates Teacher Corps community based education policy to the case study. Before beginning Part II activities, you should complete the Learning Guide entitled "Education that is Community Based (The Teacher Corps Point of View)".

When using this Learning Guide, the case study should be distributed to participating group members prior to the beginning of group activity. Also, each member should read "Smoke City" and complete the Self-Test and Part I prior to group activities. The questions in the post-test to Part I serve the function of helping participants internalize the organizational concepts of the "Smoke City" Teacher Corps project.

Self-Test on Organizational Concepts

This test is designed to test your knowledge of the key organizational concepts that are found throughout the case study. It is not a test of the contents of the case study per se.

Matching

Select the word from the list below that best fits the definitions that follow. Insert the appropriate word into the blank beside each definition.

List of words (use a word only once).

Authority
Norms
Slippage
Decision Making
Informal Structure
Power
Formal Structure
Communication
Influence
Role Set
Motivation
Organizational Structure
Conflict

---

1. ______________________ is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person.

2. ______________________ is the capacity to require specified behavior.

3. ______________________ is the right to direct the behavior of others, and to do so on the basis on position.

4. ______________________ is readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

5. ______________________ is the process by which information is shared.

6. ______________________ is the presence of discordance within, between, or among individuals, groups, and/or organizations.

7. ______________________ is the process of making judgements and choices.

8. ______________________ standards that govern the behavior of individuals in particular settings.

9. ______________________ is a constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

10. ______________________________ is the pattern of relationships among roles or positions in an organization.

11. ______________________________ is the planned pattern of relationships based upon the mission and technical requirements of the organizations.

12. ______________________________ is the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

13. ______________________________ is that distortion which occurs as policy and/or information are transmitted within the organizational structure.

PART I

Activities

The answers to the Self-Test are found in Appendix A. If you missed any definitions, carefully study the organizational definitions before beginning the next activity.

Read the case study, Smoke City, thoroughly for an overall impression. Think about the key organizational concepts in the self-test then read the case study again. This time keep the corrected self-test by the text as you read. If a paragraph is concerned with one of the organizational concepts, pencil the name of that concept in the margin to the right. Some paragraphs will include more than one concept, others may not contain any.

The author cites numerous examples of the key organizational concepts. His examples, cited by paragraph number are as follows:

Concept:	Paragraph:
Influence:	9, 15, 17, 36, 84, 95.
Power:	9, 14-20, 62, 64, 68, 84, 95.
Authority:	9, 15, 17, 18, 60, 62, 64, 95.
Motivation:	12, 21, 29.
Communication:	14, 16, 19, 20, 23, 25, 32, 67, 95.

Concept:	Paragraph:
Conflict:	7, 8, 16, 25, 27, 29, 39-44, 60, 66, 68, 87, 95.
Decision-Making:	16, 95.
Norms:	11, 12, 21, 23, 26, 34, 62, 63, 65, 66, 84.
Role Set:	29, 96.
Formal Structure:	15, 18, 64, 95.
Informal Structure:	15-19, 22, 25, 32, 65, 66, 84, 95.
Slippage:	5, 6, 7, 10.

POST-TEST

When you have completed the self-test and the activities for Part I, test your knowledge of the key organizational concepts and start by answering the following questions.

Page #		Questions to be Answered
91	1.	Describe the physical environment of Smoke City.
91-92	2.	What was the relationship between the community and the adjacent university?
93	3.	What are some of the characteristics of the students at Smoke City High?
83	4.	How would you describe the school's attitude toward the students?
94.	5.	Smoke City had a strong "grassroots" element. What is meant by that and what affect did it have upon the school?
95.	6.	What were some of the achievements of \the local community group and who made up the group?
95-96	7.	In terms of power and influence how would you describe the role of the principal in the community and the school?
96	8.	What was the attitude of the graphic arts teacher toward the school?
97.	9.	Most of the faculty graduated from Smoke City High. Generally this was viewed as a strength of the school. Could this also be a weakness? If so, how?

Page #		Questions to be Answered
98	10.	Why was there conflict between the teachers and interns?
98-99	11.	What evidence indicated that the principal was not thought of in totally positive terms. How do you think you would feel toward her if you were on the faculty?
100-101	12.	Do you agree with the method Mrs. Sepi used in handling the conflict with Eldridge? Think of the problem from Mrs. Sepi's point of view.
100-101	13.	Think of the conflict from Eldridge's point of view and describe an alternative strategy for solving the problem that would be satisfactory for both Eldridge and Mrs. Sepi.
102	14.	Why was the threat of being transferred out of Smoke City High so powerful?
103-105	15.	Do you agree with Jonah's assessment of the conflict between the two groups in Mrs. Griffins class?
105	16.	The outcome of the problem was not described in the case study. What do you think happened and why?
105	17.	How does paragraph 95 illustrate that the community exerted a major force concerning issues at Smoke City High?

PART II

Activities

After you have successfully answered the questions in the post test, go back and read the community based education policy paper. After reading the document, read Smoke City again and note examples of where community based education policy is in effect and where it is not in effect.

Listed below are some examples of community based education policy found in the case study. You may find other examples of community based education policy in addition to these. If an example is stated as a question, answer the question before going on to the next example. The numbers in the left margin indicate the page on which the example is found. A second number next to this number cites the paragraph number in which the example is found.

Page #	Paragraph	Example
92	5	a) a conflict regarding collaboration between the school and the university, a community resource, is noted. How do you think the second community based education strategy, needs assessment, might be useful in this situation?
93	11-12	b) this example indicates that community based education is operating by definition and that the education provided by the school is based upon the need of the students in the community and is available to all residents.
93	13	c) illustrates "using human resources and services available in other agencies in the community for education."
94		d) an example of how influential a community group can be in determining that the education provided in the school is in conformity with the wishes and desires of the community.
95	16-17	e) an example illustrating how education (i.e., school) is derived from all the resources found in the local community and is enhanced by its use.
94-95		f) these pages illustrate how the community can utilize the community based education strategies of collaboration and needs assessment to have a powerful voice in all six concepts of community based education.
96	24	g) an example of how the community and school can work together to achieve the Teacher Corps outcome of continuation of educational improvements.
98	27	h) there is conflict here related to the Teacher Corps outcome of an improved education personnel development system. How could the community based education policy of collaboration be used here to ease the problem?
100-101		i) was the education (learning) in Mrs. Sepi's class based on the needs of the students? Why or Why not?
101-102		j) the Teacher Corps outcome of an improved school climate which fosters learning is in some ways present at Smoke City High and in some ways absent. What evidence is there for both situations?
103-104		k) Jonah used collaboration to try to solve a conflict that was affecting training in Mrs. Griffins class. Do you think that this strategy will be effective?
105	95	l) paragraph 95 illustrates effective use of collaboration. In what ways does it also illustrate the responsibilities of the three partners in decision-making?

Behavioral Objectives

Upon the completion of Parts I and II of the Smoke City Case Study you should be able to:

1. define and give examples of each of the thirteen key organization concepts.
2. describe in a paragraph the physical characteristics of Smoke City.
3. describe the characteristics of the students, the teachers, and the administrators of Smoke City High School.
4. list four ways in which the community had an impact on Smoke City High School.
5. cite three examples of the effective use of the community based education strategy, collaboration.
6. cite two examples in which collaboration could have been used to reduce conflict.
7. describe in writing how Smoke City High School was meeting the needs of the students.
8. list three examples of how community persons and agencies were being used as resources.
9. cite two examples which indicate that the needs and desires of the community were reflected in the education of the school.
10. state two examples which demonstrate that the community group had power in decision-making regarding the school's programs.
11. list four examples which illustrate the presence of the Teacher Corps Outcomes in Smoke City.

LEARNING GUIDE
FOR
THE GOVERNING PROCEDURES FOR THE ELECTED COMMUNITY COUNCIL

Concept

In order for the Community Council to function effectively as a unit, there are several aspects of governance that each council member should know. Council members' acquisition and use of governance skills will enable the Council to work in an orderly and efficient manner.

This Learning Guide focuses on the actual workings of the Council. If you are a council member and have been involved with other organizations, you may have already acquired many skills necessary for governing such groups. This Learning Guide includes information related to job descriptions for council officers, guidelines for writing by-laws, and general operating procedures.

Self-Test:

You should check your knowledge of the skills for governance by responding to the questions below. Each statement is either true or false. Indicate whether you think the statement is true or false by circling the appropriat letter by each question.

(1). The Chairperson:

(a) T F should be elected by a majority of the members of the council.

(b) T F is responsible for leading orderly discussions by enforcing the accepted rules of order.

(c) T F may enter discussions while acting as chairperson.

(d) T F votes on motions like all other members.

(e) T F appoints committees to carry out assignments.

(2). T F The Secretary takes minutes, handles mail and helps the chairperson stick to the agenda.

(3). T F The Treasurer is responsible for the Councils financial business, but the chairperson must co-sign checks.

(4). Any Member of the Council:

- (a) T F may be appointed as a chairperson of a committee.
- (b) T F have the right to state their opinions.
- (c) T F should discuss issues primarily, but may discuss personalities if necessary.

(5). T F If a Member serves as a committee chairperson, that member has the responsibility to write the committee report.

(6). T F The procedings of the meeting must be conducted according to Robert's Rules of Order.

(7). T F The by-laws serve the Council by stating in writing the group's goals; how the group is organized and; the agreed upon rules for action.

(8). T F Although the by-laws are the official rules of the organization, they may be suspended by unanimous vote.

(9). T F If the Community Council is newly formed, a committee should be formed to compile the by-laws of the Council.

(10). The By-Laws:

- (a) T F should define the purpose, role, and function of the Council.
- (b) T F should state that the members of the Council receive compensation for time spent in Council meetings.
- (c) T F should state that official business may not be transacted unless a quorum is present.
- (d) T F be written in a language that is clear and has meaning to all members of the Council.

(11). T F The agenda is jointly prepared by the chairperson and the committee members.

(12). T F In order for the group to take action on a suggestion, a motion must be passed.

(13). T F A motion cannot be passed unless it is voted on by all members of the Council.

(14). T F The usual method for voting on a motion is by written ballot.

Activities:

The answers to questions are found on page 51. If you missed more than three questions you should read *Who Has What Job To Do At A Community Action Meeting*, Appendix D. If you missed fewer than three questions, it is suggested that you read only those parts in which you feel that you need to increase your understanding.

Questions 1-5 are related to the job responsibilities of the officers and the individual members. Pages 91, 92, and 93, contain the answers to the first five questions. Questions 6-10 are concerned with parlimentary procedures, by-laws, and the agenda. If you missed any of these questions, refer to pages 94 and 95 of Appendix D. Appendix F contains a sample set of by-laws. Read this information as a means for understanding how by-laws regulate the actions of an organizations. Appendix F will also serve as a format or guide for you in the event that you become a part of a writing team that assembles or revises the by-laws for your Community Council.

Questions 11-14 deal with the procedures that are necessary for turning ideas into action. Even if you did not miss any questions in this section, you should read pages 96, 97, and 98, it describes your rights as a committee member and will help to make your council more effective.

If you are the chairperson or the secretary, you should find pages 99-101 useful.

Performance objectives:

Upon completion of this Learning Guide on governance, you should be able to demonstrate your skills in the following manner:

1. describe the major responsibilities of the officers: including the chairperson, secretary, treasurer, and parlimentarian.
2. demonstrate an understanding of the role of the committee chairperson by agreeing to serve as a chairperson.
3. list the behaviors that are appropriate for individual Council members.
4. write a sample committee report.
5. describe in a paragraph why by-laws are necessary to an organization.
6. use the Sample By-laws (Appendix F) to write by-laws for your Council.
7. write a motion that you could present at a meeting and outline the reasons that you think it should be supported.
8. define the four methods by which a motion may be voted upon.

By completing of the above performance objectives, you will have demonstrated that you are able to effectively use the skills of governance.

Correct Answers to Self-Test (Page 48)

Questions 1c, 1d, 3, 6, 8, 10b, 12, and 13 are FALSE.

LEARNING GUIDE
FOR
DEFINING THE ROLE
AND
DEVELOPING THE SPECIFIC FUNCTIONS
OF ELECTED
TEACHER CORPS COMMUNITY COUNCILS

Concept:

In order for Elected Community Councils to function effectively, there are several aspects of governance that each Council member should know. It is important that every member understands the role of the Community Council in the Teacher Corps Project. Additionally, to be able to plan effectively, members should have a working knowledge of the specific functions of the Community Council as well as an awareness of the limitations of the council.

Self-Test:

Perhaps you are already familiar with the specific functions and role of your Community Council. If so, you may wish to review and/or check your knowledge by responding to the questions that follow.

Each statement below is either true or false. Indicate whether the statement is true or false by circling the appropriate choice.

(1). T F In the Teacher Corps Project the Community Council Chairperson has a parity (equal) relationship with the representatives from the Local Education Agency (LEA) and the Institution of Higher Learning (IHE).

(2). T F The direction that the Community Council will take is decided by the LEA and the IHE.

(3). T F The by-laws for the Community Council are established by the federal funding agency.

(4). T F The established policies and regulations of the LEA and the IHE can take precedence over the decisions of the Community Council.

(5). T F The Community Council has no role in doing a needs assessment for the school.

(6). T F Methods for communicating between the Teacher Corps Project and the project schools are established collaboratively by the Policy Board.

(7). T F The LEA and the IHE recruit, interview, hire and fire Teacher Corps Projects personnel.

(8). T F One of the functions of the Community Council is to develop a system to review the effectiveness of the Council.

(9). T F The Council should serve as an equal partner in determining how all funds are disbursed for the Teacher Corps Projects.

(10). T F All action of the Community Council Chairperson on the Policy Board must represent the majority opinion of the Community Council.

The correct answers are given on page 56.

Activities:

If you scored less than 100% of the self-test, you should read the book entitled, Developing Effective Teacher Corps Community Councils by Tony Carrillo, Nancy Bonney, and Martha White. Excerps from this books are presented in Appendix E.

The information presented in this book describes the role and the specific functions of Teacher Corps Elected Community Councils, pages in Appendix contains information relative to the role and function of the council are:

Topic	Page
Definition of Role	106
Project Planning and Program Development Responsibilities	108
Project Communication Responsibilities	110
Project Resource Development	111
Project Evaluation and Reporting	112
Project Budget	113
A brief review of the limitations of the Community Council is included in this section.	114

You should read Appendix E of this book carefully, before beginning the performance objectives.

Performance Objective:

Upon completion of this Learning Guide, you should be able to:

1. state the role of the Community Council and its relationship to the LEA and the IHE in the Teacher Corps Project.
2. list at least eight areas of program development which the Council should concern itself.
3. describe four specific areas in which the Council should seek to develop and maintain two way communication.
4. identify at least six means of activating human, financial, and physical resources.
5. define the role of the Community Council in the development and implementation of project evaluation procedures.
6. list four functions of the Council related to the budgetary processes of the Teacher Corps Project.
7. discuss at least four limitations of the Council.

The successful completion of these performance objectives is an indication of mastery of this Learning Guide related to the role and function of the Elected Teacher Corps Community Council.

Correct Answers to Self Test (Page 54)

Test questions 2, 3, 5, 7 and 10 are FALSE.

APPENDIX A

ONE-SENTENCE DESCRIPTIONS OF THE ORGANIZATIONAL CONCEPTS Included in the Four Case Studies

APPENDIX A

ONE-SENTENCE DESCRIPTIONS OF ORGANIZATIONAL CONCEPTS*

INFLUENCE — is the capacity to have an impact on the course of events in an organization or on the behavior of a group or a person.

POWER — is the capacity to require specified behavior.

AUTHORITY — is the right to direct the behavior of others, and to do so on the basis of position.

MOTIVATION — is readiness to behave in ways which individuals perceive as likely to satisfy their own needs.

COMMUNICATION — is the process by which information is shared.

CONFLICT — is the presence of discordance within, between, or among individuals, groups, and/or organizations.

DECISION-MAKING — is the process of making judgments and choices.

NORMS — are standards that govern the behavior of individuals in particular settings.

ROLE SET — is a constellation of relationships which an individual has by virtue of occupying a particular position in an organization.

ORGANIZATIONAL STRUCTURE — is the pattern of relationships among roles or positions in an organization.

FORMAL STRUCTURE — is the planned pattern of relationships based upon the mission and technical requirements of the organization.

INFORMAL STRUCTURE — is the emergent patterns of relationships that are not called for by the mission or technical requirements of the organization.

SLIPPAGE — is that distortion which occurs as policy and/or information are transmitted within the organizational structure.

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*These descriptions were developed for the 1977 CMTI by Alexander Feldvebel, Roger Pankratz, and James Tanner.

APPENDIX B

THE TEACHER CORPS REGULATIONS

federal register

THURSDAY, FEBRUARY 23, 1978
PART II

THE NATIONAL ARCHIVES OF THE UNITED STATES • 1934 •

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

TEACHER CORPS PROJECT

Development and Operation

[4110-02]

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 172—TEACHER CORPS

Grants

AGENCY: Office of Education, HEW.

ACTION: Final regulation.

SUMMARY: This regulation implements Title V-A of the Higher Education Act of 1965, as amended, and governs grants to institutions of higher education, local educational agencies, and State educational agencies to develop and operate Teacher Corps projects. The purpose of Teacher Corps projects is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides. This regulation clarifies the new directions established for Teacher Corps by the Education Amendments of 1976. In general this regulation reflects: (1) Increased attention to improving the school/learning climate through Teacher Corps projects, (2) emphasis on reforming the training and retraining of educational personnel through Teacher Corps projects, and (3) a greater focus on demonstration, documentation, institutionalization, and dissemination of the results of Teacher Corps projects. Major program changes which resulted from the Education Amendments of 1976 include: (1) Increasing the project length from two to five years, (2) increasing the collaboration among local educational agencies, institutions of higher education, and communities in the development and carrying out of projects, and (3) greater emphasis on local determination of project objectives and design.

EFFECTIVE DATE: Under section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. Section 431(d) provides that regulations subject to that section shall become effective on the 45th day following the date of transmission to the Congress, subject to the provisions in the section concerning Congressional action and adjournment.

FOR FURTHER INFORMATION CONTACT:

Russell Wood, Deputy Director, Teacher Corps, Office of Education, 400 Maryland Avenue SW., Washington, D.C. 20202. Telephone: 202-245-8224.

SUPPLEMENTARY INFORMATION: Section 503 of the Education Amendments of 1973 requires the Commissioner to study all rules, regulations, guidelines, or other published interpretations or orders issued by the Commissioner or the Secretary after June 30, 1965 in connection with, or affecting the administration of Office of Education programs; to report to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives, concerning this study; and to publish in the FEDERAL REGISTER these rules, regulations, guidelines, interpretations, and orders with an opportunity for public hearing on the matters published. This regulation reflects the results of this study as it relates to the Teacher Corps. Upon publication of Part 172, all preceding rules, regulations, guidelines and other published interpretation and orders issued in connection with or affecting the program (except for 12th cycle continuation grants) will be superseded. This regulation does not apply to 12th Cycle Teacher Corps Projects because first year grants for these projects were made for fiscal year 1977 under previously published funding criteria. Continuation grants for the second (final year) of these 12th cycle projects, which will be awarded for fiscal year 1978, are not subject to this regulation.

Overview of the program and regulation. This regulation contains rules and criteria governing grant awards by the Commissioner to institutions of higher education, local educational agencies and State educational agencies. These grants are designed to: (a) Strengthen the educational opportunities available to children in areas having concentrations of low-income families; (b) encourage colleges and universities to broaden their programs of teacher preparation; and (c) encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel. Part 172 applies to all grant awards (except 12th cycle continuation grants) made after its effective date with funds appropriated to carry out the "Teacher Corps" program.

Summary of major issues. This regulation implements significant changes in the Teacher Corps program. The following changes are particularly significant and stem primarily from the Education Amendments of 1976 (Pub. L. 94-482):

(1) *Project length.* In § 172.30 of the regulation, the term of a Teacher Corps project is extended from the present two years to the newly authorized five years. The two-year limitation was placed on projects before 1974 when they were primarily concerned with graduate level pre-service training of teacher-interns in master of arts-type projects. Section 513(a)(1) of the statute was amended to authorize a project length of five years. The newly authorized five-year project duration will give all parties concerned with a Teacher Corps project (i.e., an institution of higher education, a local educational agency and a community council) sufficient time to plan a worthwhile project, carry it out, document it, and disseminate the results.

(2) *Community council.* Section 513(e) of the statute requires the full participation of an elected community council in planning, carrying out, and evaluating a Teacher Corps project. Section 172.14(c) of the regulation permits the temporary use of a community council elected for purposes other than the Teacher Corps project (e.g., community council elected to participate in a Title I, ESEA or a bilingual education project) to serve as a Teacher Corps project council for a maximum of three months after the date of the initial grant award. Thus, § 172.14 provides for useful community contributions to early project planning, without requiring a special community election before the award of a project grant. Past experience shows that only one out of every two or three project applications is finally approved for funding. Therefore, postponing the election of a permanent community council minimizes the creation of unwarranted expectations on the part of communities that are seeking projects. At the same time, a Teacher Corps community council must be elected early in the planning year (the first year of every project) so as to participate in designing the project in collaboration with the participating local educational agency and institution of higher education.

Section 172.104 of the regulation requires that the community council for youth advocacy projects must include representation of the parents of juvenile delinquents and youth offenders who are participating in the project.

(3) *Reduction of Federal support.* Under § 172.31 of the regulation, Federal support of a Teacher Corps project is reduced during the fourth and fifth years of the project term. One persistent criticism of Federal project grant programs is that the effects rarely last after Federal project funding terminates. The reduction of Federal funding during the latter project years is designed to encourage an orderly assumption of funding responsibility by the institutions of higher education, local educational agencies, and other agencies participating in the project.

(4) *Released time compensation.* Section 514(f) of the statute permits, in limited circumstances, the use of grant funds to compensate local educational agencies, for the cost of the time educational personnel are released from their duties during the regular school day to participate in Teacher Corps project training. Under § 172.92 of the regulation, released time compensation is only paid with grant funds in cases where the continuation of the project is jeopardized without such payment. Thus, § 172.92 directly implements the intent of Congress that, "* * * the Commissioner will use the authority in a limited way only when he determines that a particular local educational agency is confronted with unusual financial difficulties such that the continuation of the Teacher Corps program would be jeopardized without Federal compensation. The managers further expect that compensation will be necessary for only a few days per month during the school year." (p. 204, Conference Report 94-1701, U.S. House of Representatives, September 27, 1976).

(5) *Number of teacher-interns.* Section 172.81 of the regulation requires at least four teacher-interns in each project. This continues the Teacher Corps practice of requiring teacher-interns in each project. The requirement ensures that a project will be able to integrate the pre-service training of new teachers with the inservice training of existing staff and, thus, broaden programs of teacher preparation.

However, if a participating local educational agency provides an assurance (§ 172.81) that it will employ all teacher-interns who successfully complete their internship, the project may include a ratio of up to one teacher-intern for each five teachers in the Teacher Corps project. Thus, § 172.81 responds to sec. 513(f) of the statute which requires the Teacher Corps to work toward a nationwide Teacher Corps membership ratio of approximately five teachers to each individual not yet employed as a teacher. Section 513(f) also authorizes the Commissioner to waive this goal if there is an insufficient number of qualified teacher applicants, or if there are insufficient employment opportunities for the teacher-interns.

(6) *Local development of objectives.* Section 172.61 of the regulation requires local educational agencies, institutions of higher education, and community councils to jointly establish their own local objectives. Previously published funding criteria for the Teacher Corps (see FEDERAL REGISTER, vol. 42, No. 1, January 3, 1977, p. 77) required a project to adopt one of five broadly defined strategies which included: (a) Establishment of training complexes including teacher centers; (b) implementing competency-based teacher education; (c) training for implementing alternative school designs; (d) inter-disciplinary training; and (e) training for the systematic adaption of research findings. While these strategies remain useful, they are not required by the regulation. It is anticipated that the commitment of people involved in a project and the prospects of achieving lasting benefits will be enhanced by leaving much of the substance of a project to local determination.

(7) The Trust Territory of the Pacific is eligible under section 513(c)(2) of the statute for allocations of Teacher Corps members, but is not defined as a "State" in the general provisions regulations of the Office of Education. Therefore, in this regulation the Trust Territory of the Pacific is specifically included in the definition of "State."

(8) Sections 172.82(c) and 172.113(b) of the regulation urge grantees to give consideration to persons who are broadly representative of the ethnic and cultural characteristics of the community served by the project in recruiting Teacher Corps members and staff. This is consistent with Congressional intent as expressed in Senate Report No. 94-882, 94th Cong., 2nd Sess. (1976).

Summary of comments and responses. A notice of proposed rulemaking for the Teacher Corps program, inviting public comment, was published in the FEDERAL REGISTER on September 20, 1977, and a public hearing was held on October 5, 1977 in Washington, D.C. During the 30-day period of public comment, over 120 written suggestions and recommendations were received from interested persons and organizations. The comments were generally very favorable and supportive of the proposed regulation. The following is a summary of the comments which requested changes in, or clarification of, the regulation and responses to those comments (comments which requested changes that are not authorized by the Teacher Corps statute are not included). The comments and responses are identified with the section number of the regulation to which they refer and are presented in the numerical sequence of the regulation.

§ 172.11 INSTITUTION OF HIGHER EDUCATION

Comment. One commenter suggested that the regulation be changed to clarify that the participating institution of higher education must offer teacher preparation programs at both the elementary and secondary education level.

Response. While most projects will include teachers and teacher-interns serving in both elementary and secondary schools, some may include only one of these levels. Therefore, § 172.11 of the regulation is not changed to require that the institution of higher education offer teacher preparation at both levels.

§ 172.12 PROJECT SCHOOLS

Comment. Many commenters requested revision or clarification of § 172.12 of the regulation concerning the number of participating schools required in each Teacher Corps project and clarification of the definition of a "feeder system."

Response. Section 172.12 of the proposed regulation was ambiguous and therefore, is changed to clarify and further define project schools. Section 172.12(a) requires that each project include two to four complete schools which together include all grade levels provided by the local educational agency. In order to enhance the institutional impact of a project, the schools included in the project should be a feeder system. A feeder system is one or more schools that together include all grade levels from pre-school, where such programs are provided, through grade twelve. Furthermore, to be a feeder system the majority of pupils enrolled in the elementary school or schools must progress to the high school or to the intermediate school. If an intermediate school is included, the majority of pupils from the intermediate school must progress to the high school. However if the local educational agency does not have a feeder system as described above, the following are acceptable alternatives:

(1) A single school if that school includes grades one through twelve;

(2) More than four schools where additional schools are needed to include all grade levels in the feeder system;

(3) More than four schools where one or more schools in the feeder system employ twelve or fewer teachers; or

(4) Two to four schools in a feeder system which does not include a high school (grades eight or nine through twelve) if the high school is in a separate local educational agency.

If the alternatives do not meet local needs, the local educational agency may propose another arrangement provided that the entire educational staffs of schools serving a definable low income community are included.

§ 172.14 COMMUNITY COUNCIL

Comment. One person suggested that the regulation be changed to limit each community council to a maximum of 12 members.

Response. The maximum size of each community council is left as a local decision, so that it may best reflect local circumstances.

Comment. One commenter asked whether a local school board could serve as a Teacher Corps project community council.

Response. The statute and regulation require that a community council be elected specifically to serve as the Teacher Corps community council. However, individual members of a school board may serve on a community council specifically elected for that purpose under § 172.14(d).

Comment. Two commenters suggested that the regulation be changed to permit a Title I Elementary and Secondary Education Act council or similar council to be the permanent Teacher Corps community council.

Response. No change is made in the regulation. Section 172.14 is based on section 513(e) of the statute which requires an elected community council that is representative of the community in which the project is located and the parents of the students in the elementary or secondary schools participating in the project. A community council elected for another purpose could not serve as a permanent Teacher Corps community council unless this representation requirement is met.

Comment. One commenter questioned the feasibility of community wide elections where the attendance area of the participating schools is geographically very large.

Response. Community wide elections are required by the representation requirements in section 513(e) of the statute. After initial grant awards are made, the Teacher Corps program will provide technical assistance to the local projects concerning how to conduct community wide elections.

§ 172.15 POLICY BOARD

Comment. Some commenters stated that potential conflicts existed between the policy board and the elected local school board, because the local school board has responsibility for school policy under State law.

Response. These conflicts should not occur because a Teacher Corps project must be carried out within all established State and local laws, regulations and policies. The policy board will operate within this framework.

Comment. One commenter suggested that the regulation be changed by eliminating principals' organizations from the list of suggested representatives on the policy board. The commenter felt that principal's organizations should not be highlighted as a suggested additional group.

Response. No change is made in the regulation. Principals, who were not eligible for Teacher Corps training until the Education Amendments of 1976, are now regarded as key elements in a Teacher Corps project.

Comment. One commenter asked whether inclusion of teacher-interns on the policy board is required under § 172.15(b)(4).

Response. Section 172.15(b)(4) of the regulation was typographically inaccurate as published in the proposed regulation. The typographical error in § 172.15(b)(4) is corrected in the final regulation and teacher-interns may be included on the policy board at local option.

Comment. One commenter requested that the regulation be changed to permit the dean of the school of education to designate a substitute representative on the policy board.

Response. No change is made in the regulation. The effectiveness of the policy board depends upon the inclusion of key education decision makers, such as deans of schools of education.

§ 172.17 INVOLVEMENT OF STATE EDUCATIONAL AGENCY

Comment. One commenter suggested that the regulation be changed to specify a role for State educational agencies in project dissemination.

Response. No change is made in the regulation. While Teacher Corps endorses a State educational agency role in this function, the role is not specified in the regulation since the details of each project should be worked out at the local level in cooperation with the State educational agency. However, a State educational agency may not receive a grant under § 172.32 to disseminate project experience.

§ 172.30 PROJECT DURATION

Comment. One commenter requested that the regulation be changed to permit projects of shorter than five years' duration.

Response. The regulation is changed to permit projects shorter than five years' duration. Experience with other Federal education programs shows that five years is the optimum project length. However, if the applicant institutions and agencies can demonstrate in their applications that their objectives can be met in a shorter time, then a shorter time period may be used.

Comment. One commenter suggested that the regulation be changed by eliminating the requirement for annual applications and that funding be made automatically for years after the first year.

Response. No change is made in the regulation. Automatic continuation funding is prohibited under 31 U.S.C. 665(a). In addition, applications for continuation grants provide a necessary opportunity for review of project experience and effectiveness.

§ 172.31 SIZE OF GRANTS

Comment. Several commenters requested that the regulation be changed to increase, or provide more flexibility in the size of grants.

Response. The limitation on grant size for the initial developmental year is clarified to provide "not more than" $150,000. The amounts stated for the other project years are approximate limitations and local projects may apply for smaller sums. The approximate limitation for the amount awarded to a project for the last project year is increased to $150,000. The amounts are based on past project experience and the belief that significantly larger sums would impair the demonstration aspect of the project.

Comment. One commenter suggested that the regulation be changed to base the grant size limitations on the number of individuals who participate in the project.

Response. No change is made in the regulation. The limitations in § 172.31 are intended to ensure that project costs do not become so high that the demonstration aspects of the project are jeopardized.

Comment. One commenter suggested an increase in the limitation on the total amount awarded to grantees under a project for the first project year if a State educational agency grant is included in the project.

Response. No change is made in the regulation. The limitations in § 172.31 are intended to cover all project activities regardless of the number of agencies and institutions involved and whether or not a State educational agency is a grantee.

§ 172.32 SEPARATE GRANTS

Comment. A State educational agency asked if it could set its own approval criteria and require that each application for a project in its State must include the particiption of the State educational agency as a grantee.

Response. Under § 172.135 of the regulation, the State educational agency must approve all applications that are in conformance with applicable State laws, rules, and regulations and consistent with overall plans for teacher education in that State. A State educational agency may establish its own criteria for determining whether project applications, are consistent with overall State plans for teacher education, including requiring the participation of the State educational agency as a joint grantee. However, the Commissioner will not approve any application which does not conform to the Teacher Corps statute and this regulation. The State educational agency must keep in mind that, to the extent an application addresses State educational agency criteria which are inconsistent with the criteria in Subpart F of this regulation, the application would receive a lower evaluation by the Commissioner.

§ 172.33 TIME PERIOD BEFORE AGENCIES OR INSTITUTIONS MAY APPLY FOR A NEW PROJECT

Comment. Several commenters requested that the regulation be changed to reduce the five-year moratorium between the time of project completion and application for a new Teacher Corps project.

Response. The moratorium in § 172.33 is designed to enhance the institutionalization of Teacher Corps experience by involving new institutions rather than making additional grants to institutions which have participated. However, to allow more flexibility, § 172.33 is changed to reduce the moratorium to three years.

Comment. Several commenters asked whether the moratorium in § 172.33 applies to the Teacher Corps 12th cycle grantees.

Response. The moratorium does not apply to 12th cycle grantees since they are not covered by the regulation (see explanation set forth above). Nevertheless, applications from grantees currently participating in 12th cycle projects would probably receive lower evaluations in the grant competition since there would be more limited institutional impact if Teacher Corps programs operated simultaneously or consecutively in the same institution.

§ 172.40 Initial Developmental Year

Comment. One commenter suggested that the regulation be changed to reduce the developmental year to a period of three months.

Response. The regulation is changed to permit a developmental period of less than a year if the applicant can demonstrate that the full year is not needed. Experience with similar Federal programs indicates that a year is usually necessary for project development.

§ 172.42 Functions of Each Participant

Comment. One commenter suggested that the regulation be changed to provide that institutions of higher education be compensated for the cost of released time necessary for higher education staff serving in the project.

Response. No change is made in the regulation. The cost of released time for institution of higher education staff may be a legitimate part of the cost of providing training to Teacher Corps members for which institutions of higher education may be compensated.

§ 172.45 Training by Institutions of Higher Education

Comment. Two commenters requested that the regulation be changed to permit institutions of higher education to train their own instructional staff as part of the Teacher Corps project.

Response. No change is made in the regulation. The statute does not specifically authorize training of higher education personnel, as such. However, training of higher education staff who are staff members of the Teacher Corps project is acceptable as a regular administrative function, as long as the training is for their responsibilities in the project.

Comment. One commenter asked if training for teacher aides is possible.

Response. Section 172.45(b) of the regulation permits this training.

§ 172.47 Training Program for Teacher Interns

Comment. A commenter suggested that the regulation allow more flexibility to local projects in assigning practical classroom experience for teacher-interns.

Response. Section 172.47 of the regulation already permits local flexibility in assigning teacher-interns classroom experience. However, § 172.47(c) is changed to make the one-half day school experience requirement an average over the two year internship (permitting fewer classroom hours during the first school year and more hours during the second school year).

§ 172.48 Graduate Level Training for Teachers and Teacher Interns

Comment. Several commenters requested that the regulation be changed to permit persons who do not have bachelors degrees to serve as teacher-interns and to permit these persons to receive undergraduate training. The commenters requested this change because of the unavailability of teacher-intern candidates with bachelors degrees in some localities.

Response. Teacher Corps recognizes that there may be local situations where there are not enough teacher-intern candidates with bachelors degrees. Therefore, the definition of "teacher-intern" is changed to permit a person who has completed two or more years of a program for which credit was given toward a bachelors degree to serve as a teacher-intern if there are not enough teacher-intern candidates who have a bachelors degree. If a project seeks to include persons who do not have bachelors degrees as teacher-interns, the local educational agency must provide a certification under § 172.124(f). Section 174.48 of the regulation has been changed to permit teacher-interns who do not have a bachelors degree to receive undergraduate training.

§ 172.49 Degree and Certification for Teacher-Interns

Comment. Several commenters suggested that team leaders and teacher-interns be employed before the start of the second project year, to provide more preservice training for teacher-interns.

Response. Under § 172.40 team leaders must be hired and teacher-interns recruited and selected during the initial developmental year. However, to provide for a preservice training period, § 172.49 is changed to require that teacher-interns begin their internships three months before the start of the second school year of the project.

Comment. One commenter suggested that advance State educational agency approval be required for the training program to assure consistency with State certification standards.

Response. No change is made in the regulation. State educational agency approval of project applications is required under § 172.135.

Comment. One commenter suggested that the regulation be changed to substantially reduce the period of time for teacher-intern training.

Response. No change is made in the regulation. The two-year training period is essential to achieve institutional change, particularly the integration of pre-service and in-service training. Another reason for the two year period is to provide teacher-interns with experience in a variety of schools and grade levels.

§ 172.60 Basic Outcomes

Comment. One commenter suggested that the regulation be changed to deemphasize basic outcomes and substitute the term "activities" in place of "outcomes."

Response. No change is made in the regulation. The four basic outcomes were developed as a result of an extensive planning process and are the structure around which the entire project must be designed.

Comment. One commenter suggested that the regulation be more specific about expected learner outcomes.

Response. No change is made in the regulation. Teacher Corps believes that the specificity of expected learner outcomes, as a result of Teacher Corps projects, is a matter for local determination.

Comment. One commenter suggested that a project not be held accountable for the adoption, or adaptation, of educational improvements by other agencies and institutions.

Response. No change is made in the regulation. A project is not held accountable for adoption of educational improvements beyond the legal jurisdiction of the grantees. This means, for example, that a local educational agency is accountable for the adoption and adaptation of educational improvements only in schools within its jurisdiction. However, each project must make efforts to demonstrate and disseminate its experience beyond local educational agency boundaries.

§ 172.62 School Objectives

Comment. One commenter suggested that the regulation be changed to emphasize the coordination of school outcomes among all project schools.

Response. This suggestion is accepted and § 172.62 is changed to require that all project schools must be involved in the development of these specific objectives. This involvement of all project schools is designed to add continuity and provide greater impact at various levels of the educational system.

Comment. One commenter suggested that the regulation be changed to specifically include undergraduates in a definition of volunteer.

Response. No change is made in the regulation. Undergraduates and other persons who volunteer to serve as part-time tutors or full-time instructional assistants in project schools are volunteers under § 172.80(b) of the regulation. It should be noted that training for volunteers is limited under section 513(a)(5)(B) of the statute to "training to prepare tutors and instructional assistants for service" in Teacher Corps projects.

§ 172.81 NUMBER OF TEACHER-INTERNS

Comment. Several commenters asked for clarification of the provision in § 172.81(b) which permits each project to include up to one teacher-intern for each five teachers in the project schools if the local educational agency will employ all teacher-interns who complete their internships.

Response. Section 172.81 of the regulation is based on section 513(f) of the statute which provided that: "The Commissioner shall establish procedures seeking with respect to the Teacher Corps members enrolled after the date of enactment of the Education Amendments of 1976 a goal of having approximately 5 individuals who are at the time of enrollment, or who previously have been, employed as teachers by local education agencies to one individual who has not been so employed. The Commissioner may waive the procedure established under this subsection if he makes a determination that there are insufficient qualified applicants to maintain the goal sought by this subsection, or that there are insufficient employment opportunities for individuals who are not so employed, and submits a report to Congress of such a determination."

If the assurance required in § 172.124(e) is not given, this is evidence that there are "insufficient employment opportunities" for the teacher-interns and the requirement of four teacher-interns per project under § 172.81(a) will then apply.

Comment. One commenter suggested the regulation be changed to permit less than four teacher-interns in each project, at local option.

Response. No change is made in the regulation. A minimum number of four teacher-interns is required in each project so that there will be sufficient opportunity for the integration of pre-service and in-service training. Past project experience has shown that four is the minimum number that constitutes an effective teacher-intern team.

§ 172.83 TEACHER-INTERN TEAMS

Comment. One commenter asked if team leaders must be employed full-time by the project.

Response. Team leaders will normally be employed by the project on a full-time basis, since they are expected to participate fully in project activities including supervising teacher-interns. However, there may be exceptional local circumstances in which this is not possible, so employment on less than a full time basis is permitted.

Comment. One commenter asked whether each team must spend a portion of the internship in each project school where there are multiple teacher-intern teams in the project.

Response. Section 172.83 of the regulation requires teacher-intern rotation so that each teacher-intern will have experience in all educational levels represented in the project schools.

§ 172.87 COMPENSATION OF TEAM LEADERS

Comment. One commenter suggested that the regulation be changed to make faculty in institutions of higher education eligible to serve as team leaders.

Response. No change is made in the regulation. Under the present language, any qualified individuals are eligible and may be hired by the local educational agency as team leaders.

§ 172.88 TEACHER-INTERN COMPENSATION DURING THEIR TERM OF SERVICE WITH THE PROJECT

Comment. One commenter suggested that the regulation be changed to limit the total compensation paid to teacher-interns to the salary of a beginning teacher.

Response. In order to recognize locally established salary policy, § 172.88 is changed to limit total teacher-intern compensation (including stipend and dependent allowance) to not exceed the salary of a full-time beginning teacher.

Comment. Several commenters requested clarification of the responsibility for paying stipends and compensation to the teacher-interns.

Response. It is intended that teacher-interns receive continuous stipend payment or compensation from the time of entry into the project to the time of completion of the internship. The stipend must be paid during both summers during the internship.

Comment. One commenter asked if the local educational agency's contribution (10%) to teacher-intern compensation under § 172.88 may be "in kind" rather than in money.

Response. It is the intent of § 172.88 that teacher-interns be compensated in money. This has been the continuing policy of Teacher Corps.

§ 172.90 TEACHER-INTERN AND TEAM LEADER MEDICAL INSURANCE

Comment. One commenter asked whether teacher-interns and team leaders should receive fringe benefits in addition to medical insurance.

Response. No change is made in the regulation. In order to recognize locally established policies and circumstances, this is left for determination at the local level.

§ 172.91 TRAINING STIPENDS FOR TEACHERS AND OTHER EDUCATIONAL PERSONNEL

Comment. One commenter suggested that the decision of whether to pay training stipends to teachers and other educational personnel (as well as the size of such stipends if paid) be left to local option.

Response. This suggestion is adopted. Section 172.91 of the regulation is changed to permit, rather than require, the payment of these stipends and the upper limit is set at $100 per individual per week. Thus, local projects have more flexibility to recognize local needs and priorities.

§ 172.92 RELEASED TIME FOR EDUCATIONAL PERSONNEL

Comment. One commenter asked that the regulation be changed to assure applicants that project applications will not be penalized for requesting funds for released time.

Response. Under the evaluation criteria in Subpart F, no application will be penalized merely for proposing that a portion of grant funds be used for released time if such use is fully justified in the application. However, in reviewing applications the Commissioner considers whether the activities are likely to accomplish the project objectives. An application which proposes to use a large amount of its budget for the costs of released time, may not have activities adequate to achieve its objectives, and therefore might not score as well under the criteria in Subpart F.

Comment. One commenter requested clarification of the term "jeopardy" as used in § 172.92(b) of the regulation.

Response. The term jeopardy was used in the Conference Report on the Education Amendments of 1976 cited above. It was the intent of Congress that grant funds should be used to pay for released time only in extremely limited circumstances, where the project is unlikely to succeed without that payment.

§ 172.93 COMPENSATION OF VOLUNTEERS

Comment. One commenter suggested that volunteers be paid stipends for participation in summer training.

Response. No change is made in the regulation. In order to reflect local circumstances, § 172.93 provides that volunteers may be paid or not paid according to local policy.

§ 172.94 TRAVEL EXPENSES OF TEACHER CORPS MEMBERS

Comment. One commenter suggested that the regulation be changed to permit travel and transportation payments only to teacher-interns rather than all Teacher Corps members.

Response. No change is made in the regulation. Travel expenses for any Teacher Corps members, including regular teachers, may be necessary.

Comment. One commenter suggested reducing the 11,000 pound restriction under § 172.94(b)(2)(ii) to 6,000 pounds.

Response. This suggestion is not adopted since the 11,000 pound allowance is used in similar Federal programs.

§ 172.102 YOUTH ADVOCACY PROJECT JOINT PARTICIPATION

Comment. One commenter asked whether a traditional penal institution must be part of a youth advocacy project.

Response. A project is not required to include an incarceratory institution. Section 172.102(b)(4) of the regulation indicates that one, or more, of four types of correctional facilities must be part of a youth advocacy project.

Comment. Two commenters suggested including State educational agencies as eligible participants in youth advocacy projects.

Response. State educational agency participation is authorized by the statute and the suggestion is adopted. Section 172.102 of the regulation is changed to permit State educational agencies to participate in youth advocacy projects.

Comment. One commenter asked whether a regular Teacher Corps project may be combined with a youth advocacy project, and if this is permissible whether the funding limitation is increased.

Response. A regular Teacher Corps project cannot be combined with a youth advocacy project. Under the regulation, a youth advocacy project must contain most of the same elements as a regular Teacher Corps project and therefore combination with a regular project is unnecessary.

§ 172.104 YOUTH ADVOCACY PROJECT COMMUNITY COUNCIL

Comment. One commenter asked if the community council must be representative of both parents and residents in youth advocacy projects.

Response. Under § 172.104 of the regulation, procedures must be developed at the local level for an election that includes both the parents of the youths participating in the project and the residents of the area served by the project schools.

§ 172.108 CORRECTIONAL FACILITY FUNCTIONS

Comment. One commenter asked what purpose grants to correctional institutions may serve in youth advocacy projects.

Response. The functions of a participating correctional facility are described in § 172.108

§ 172.110 MANAGEMENT PLAN

Comment. One commenter asked how much detail is required in the management plan required in the initial project application.

Response. The management plan must address all project years, although the activities and objectives may change as a result of project experience. The proposed budget for all project years, except the first year, may be in locally determined outline form.

Comment. One commenter suggested that the regulation be changed to describe which indirect costs grantees may be compensated for.

Response. No change is made in the regulation because indirect costs are covered by the applicable cost principles referenced in 45 CFR 100a.81.

Comment. One commenter suggested the establishment of a Teacher Corps management plan on a national level.

Response. A national management plan for the Teacher Corps is being developed as a result of detailed planning processes now in progress. However, this plan is part of national program management and not appropriately covered in the regulation.

Comment. One commenter suggested that the regulation be changed to specify a set amount for the secretarial and administrative expenses of the community council.

Response. No change is made in the regulation. So that these expenses can reflect the needs of each project, Teacher Corps chooses not to specify a set amount. However, the secretarial and administrative expenses of the community council, which may include training expenses for the council members themselves, must be a distinctly identifiable category in the project budget required under § 172.110.

§ 172.113 EMPLOYMENT OF PROJECT ADMINISTRATIVE STAFF

Comment. One commenter asked that equal treatment of the sexes be required under § 172.113.

Response. This is not covered by the regulation. Title IX of the Education Amendments of 1972 (20 U.S.C. 1681) prohibits sex discrimination in any education program or activity receiving Federal financial assistance and every applicant must file an assurance of compliance.

Comment. One commenter asked that the regulation be changed to specify that project staff in addition to the director, may be hired during the initial project year.

Response. No change is made in the regulation. Specific designation of project staff is not included in the regulation. Local projects may hire staff as appropriate for the functions to be carried out in the initial project year.

§ 172.125 COMMUNITY COUNCIL

Comment. One commenter suggested that the regulation be changed to require more specificity in the assurance concerning the role of the community council.

Response. No change is made in the regulation. The language in § 172.125(c) of the regulation is based on section 513(e) of the statute. So that local circumstances and situations can be reflected, additional details are left to local determination.

Comment. One commenter suggested that the regulation be changed to clarify how an applicant should describe the community council.

Response. No change is made in the regulation. The initial project application can describe the permanent community council in prospective terms and not as much detail is expected in the initial application as in the second year application.

(UNNUMBERED) TRAINING, COMMUNITY COUNCIL EXPENSES

Comment. One commenter asked whether a separate budget for the community council's secretarial and administrative expenses must be included in the project application.

Response. A separate budget for the secretarial and administrative expenses of the community council is required.

§ 172.135 APPROVAL OF APPLICATIONS BY THE STATE EDUCATIONAL AGENCY

Comment. One commenter suggested that the regulation be changed to specify a 15 day period for State educational agency approval of applications.

Response. No change is made in the regulation. The length of the approval period is left to State educational agency determination. However, it should be noted that the more time a State educational agency requires, the less time applicants will have for project application development, which could affect their ability to compete successfully for a project.

Comment. One commenter suggested that the regulation be changed to be more specific about requiring competency-based teacher training and similar approaches.

Response. No change is made in the regulation. So that each project may reflect local circumstances, much of the substance and approaches of the Teacher Corps training is left to local discretion.

CITATIONS OF LEGAL AUTHORITY

As required by section 431(a) of the General Education Provisions Act (20 U.S.C. 1232(a)), a citation of statutory authority for each section of the regulation has been placed in parentheses on the line following the text of the section. Reference to "Sec." in the citations of authority following provisions of the regulation refer to sections of the Higher Education Act of 1965, as amended.

Authority. This regulation is issued under the authority of Title V-A of the Higher Education Act of 1965 (Pub. L. 89-329), as amended by Pub. L. 90-35, Pub. L. 90-575, Pub. L. 91-230, Pub. L. 92-318, Pub. L. 93-380, and Pub. L. 94-482.

(20 U.S.C. 1101 et seq.)

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalog of Federal Domestic Assistance No. 13.489, Teacher Corps).

Dated: December 13, 1977.

ERNEST L. BOYER,
U.S. Commissioner of Education.

Approved: February 13, 1978.

JOSEPH A. CALIFANO, Jr.,
Secretary of Health,
Education, and Welfare.

Title 45 of the Code of Federal Regulations is amended by adding a new Part 172 to read as follows:

PART 172—TEACHER CORPS

Subpart A—General

Sec.
172.1 Scope.
172.2 Purpose.
172.3 Definitions.

Subpart B—Elements of a Teacher Corps Project

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172.11 Institution of higher education.
172.12 Project schools.
172.13 Involvement of all educational school personnel in the project.
172.14 Community council.
172.15 Policy board.
172.16 Other participating groups.
172.17 Involvement of State educational agency.

GRANTS

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172.46 Pre-service and in-service training.
172.47 Training program for teacher-interns.
172.48 Graduate level training for teachers and teacher-interns.
172.49 Degree and certification for teacher-interns.
172.50 Field and community based training.
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BASIC OUTCOMES AND PROJECT OBJECTIVES

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172.62 School objectives.
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172.83 Teacher-interns teams.
172.84 Teacher-interns may not replace teachers.
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Subpart C—Youth Advocacy Projects

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172.102 Youth advocacy project joint participation.
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172.104 Youth advocacy project community council.
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172.107 Time period before correctional facility may apply for a new project.
172.108 Correctional facility functions.
172.109 Youth advocacy teacher-intern training.

Subpart D—Project Administration

172.110 Management Plan.
172.111 Project director.
172.112 Compensation of project director and staff.
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172.114 Supervision of Teacher Corps members.

Subpart E—Applications

172.122 Policy board.
172.123 Institution of higher education.
172.124 Project schools.
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172.126 Correctional facility.
172.127 Project objectives.
172.128 Management and staffing plans.
172.130 Released time.
172.132 Project activities.
172.133 Youth advocacy projects.
172.134 Information responding to evaluation criteria.
172.135 Approval of applications by the State educational agency.
172.136 Continuation grant application.
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Subpart F—Evaluation Criteria

172.150 Evaluation procedure.
172.151 School learning climate criterion.
172.152 Educational personnel development system criterion.
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APPENDIX—PART A OF TITLE V OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED—TEACHER CORPS PROGRAM STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS

AUTHORITY: Title V-A of the Higher Education Act of 1965 (Pub. L. 89-329), as amended by Pub. L. 90-35 in 1967; Pub. L. 90-575 in 1968; Pub. L. 91-230 in 1970; Pub. L. 92-318 in 1972; Pub. L. 93-380 in 1974; and Pub. L. 94-482 in 1976 (20 U.S.C. 1101 et seq.), unless otherwise noted.

Subpart A—General

§ 172.1 Scope

(a) This regulation applies to the Teacher Corps program. The statute that applies to the Teacher Corps program is Title V-A of the Higher Education Act of 1965, as amended. A copy of the statute is included as an appendix to this part.

(b) Each grant under this part is subject to the general provisions regulations of the Office of Education (Parts 100 and 100a of this chapter).

(Secs. 511 et seq.; 20 U.S.C. 1101 et seq.)

§ 172.2 Purpose.

The purpose of the Teacher Corps program is to strengthen the educational opportunities available to children in areas having concentrations of low income families, to encourage colleges and universities to broaden their programs of teacher preparation, and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel.

(Secs. 511(a); 20 U.S.C. 1101(a).)

§ 172.3 Definitions.

As used in this part: "Institution of higher education" means an institution of higher education as defined in Section 1201(a) of the Higher Education Act of 1965, as amended.

(Secs. 1201(a); 20 U.S.C. 1141(a).)

"Local educational agency" means a local educational agency as defined in section 1201(g) of the Higher Education Act of 1965, as amended. The term includes a State educational agency or other public or private nonprofit agency which provides a program or project designed to meet the special educational needs of migratory children of migratory agricultural workers.

(Sec. 1201(g), 20 U.S.C. 1141(g); Secs. 517A; 20 U.S.C. 1107a.)

"Low-income family" means a family with a child whom the local educational agency may count under Section 103 of Title I of the Elementary and Secondary Education Act of 1965, as amended.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3).)

"Other educational personnel" means administrators, supervisors, and other specialized educational personnel.

(Sec. 513(a)(1); 20 U.S.C. 1103(a)(1).)

"State" means the several States of the Union, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

(Sec. 513(c)(2); 20 U.S.C. 1103(c)(2); Sec. 1201(b); 20 U.S.C. 1141(b).)

"State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(Sec. 1201(h); 20 U.S.C. 1141(h).)

"Teacher" means a person who has a teaching certificate valid in the State in which the Teacher Corps project is located, and who has had full-time paid teaching experience.

(Sec. 513(a)(1), 20 U.S.C. 1103(a)(1).)

"Teacher aide" means a person employed as a paraprofessional in a school or correctional facility who assists a teacher in performing educational duties. The term does not include teacher-interns or non-educational personnel. State and local rules determine whether certification is required for a teacher aide.

(Sec. 513(a)(1); 20 U.S.C. 1103(a)(1).)

"Teacher-intern" means a person recruited to serve in a Teacher Corps project who has a bachelors degree or its equivalent, with or without a teaching certificate, but who has not had fulltime paid teaching experience. However, a person who has completed two or more years of a program for which credit was given toward a bachelors degree may serve as a teacher-intern if there are not enough teacher-interns candidates who have a bachelors degree.

(Sec. 513(a)(1); 20 U.S.C. 1103(a)(1).)

Subpart B—Elements of a Teacher Corps Project

PARTICIPANTS

§ 172.10 Joint Participants.

(a) Each project must be carried out jointly by:

(1) One or more institutions of higher education;

(2) One or more local educational agencies; and

(3) A community council established under § 172.14.

(b) A project may also include participation by a State educational agency. The State educational agency may participate by providing training to the Teacher Corps members.

(c) The institutions, agencies and community council which participate in a project shall collaborate in planning, carrying out, and evaluating the project.

(Sec. 513 (a), (e), (g); 20 U.S.C. 1103 (a), (e), (g).)

§ 172.11 Institution of higher education.

Each project must include at least one institution of higher education which offers academic course work at the graduate level leading to a graduate degree in the field of education, unless none of the teacher-interns has a bachelors degree.

(Sec. 513(a)(2), (b); 20 U.S.C. 1103 (a)(2), (b).)

§ 172.12 Project schools.

(a) Each project must include two to four complete schools which together include all grade levels provided by the local educational agency. This must include at least grades one through twelve. The schools selected must be a feeder system. This means that a majority of pupils enrolled in the elementary school progress to the high school or to the intermediate school, if an intermediate school is included, and that a majority of pupils from the intermediate school progress to the high school. If the applicant local educational agency does not have a feeder system as described in this paragraph, the following are acceptable alternatives.

(1) A single school if that school includes grades one through twelve; or

(2) More than four schools where additional schools are needed to include all grade levels in the feeder system; or

(3) More than four schools where one or more schools in the feeder system employ twelve or fewer teachers; or

(4) Two to four schools in a feeder system which does not include a high school (grades eight or nine through twelve) if the high school is in a separate local educational agency.

(b) If the alternatives in (a) do not meet the needs of the applicant local educational agency, it may propose another arrangement provided that the entire educational staffs of schools serving a definable low income community are included.

(c) Each school included in the project which includes elementary grades must be eligible for a project under Title I of the Elementary and Secondary Education Act of 1965.

(Sec. 513(a)(3), 20 U.S.C. 1103(a)(3).)

§ 172.13 Involvement of all educational school personnel in the project.

All educational personnel employed by a project school must be involved in planning and carrying out the project in that school.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3).)

§ 172.14 Community council.

(a) Each project must include an elected community council of at least seven members.

(b) The community council must be representative of:

(1) Parents of the children attending the project schools; and

(2) Other residents of the areas served by the project schools.

(c) An existing elected council which is broadly representative of the community in which the project is located may serve as the community council under this part for up to three months after the date of the initial grant award.

(d) A community-wide election must be held to elect a community council for the project within the three months after the date of the initial grant award (community-wide means within the attendance boundaries of the project schools).

(Sec. 513 (e)(1), (g); 20 U.S.C. 1103 (e)(1)(g).)

§ 172.15 Policy board.

(a) Each project must be planned and operated under the supervision of a policy board.

(b) The policy board must include the following members:

(1) The dean of the school of education, or other component that offers graduate training, in the institution of higher education;

(2) The superintendent of the local educational agency; and

(3) The chairperson of the community council.

(c) The policy board members listed in paragraph (b) of this section may agree to add members to the board who represent:

(1) Organizations which represent teachers in the local educational agency;

(2) Organizations which represent principals in the local educational agency;

(3) Students;

(4) Teacher-interns; or

(5) Other persons or organizations which the three board members determine would be appropriate.

(d) Each policy board decides its own voting procedures.

(Sec. 513 (a), (e), (g); 20 U.S.C. 1103 (a), (e), (g).)

§ 172.16 Other participating groups.

A project may include the participation of other groups, such as teacher organizations, professional associations, students, and teacher-interns.

(Sec. 513 (a), (g); 20 U.S.C. 1103 (a), (g).)

§ 172.17 Involvement of State educational agency.

(a) The State educational agency must be kept informed of the progress and experience of the project, including

(b) Project matters which would contribute to the improvement of State teacher certification requirements.

(Sec. 512(a) (2), (3), (5); 20 U.S.C. 1103(a) (2), (3), (5).)

GRANTS

§ 172.30 Project duration.

(a) Each application must be for up to a five year project duration. The Commissioner awards separate grants for each of those five years, subject to the availability of funds and continued effectiveness of the project.

(b) The Commissioner's assistance to a project may not continue after the fifth year.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.31 Size of grants.

The total amount which the Commissioner awards to the grantees under a project is limited to:

(a) Not more than $150,000 for the first year;

(b) Approximately $300,000 for each of the second and third years if the project is for five years;

(c) Approximately $200,000 for the next to last year; and

(d) Approximately $150,000 for the last year.

(Sec.513(g); 20 U.S.C. 1103(g).)

§ 172.32 Separate grants.

(a) If an application is selected for assistance under this part the Commissioner awards a grant to the institution of higher education and a grant to the local educational agency. If a State educational agency participates in a project under § 172.10(b), the Commissioner awards a separate grant to the State educational agency.

(b) If the application includes more than one institution of higher education or more than one local educational agency the Commissioner may award a grant to one or more of those institutions or agencies.

(Sec. 513 (a), (g); 20 U.S.C. 1103 (a), (g).)

§ 172.33 Time period before agencies or institutions may apply for a new project.

If an institution of higher education or a local educational agency participates in a project it may not apply for a new project until three years after the end of that participation. If a local educational agency is subdivided into districts, this restriction applies only to the district within the local educational agency which participates in the project.

(Sec. 513(g); 20 U.S.C. 1103(g).)

PROJECT PROGRAM

§ 172.40 Initial developmental year.

During the first year of a project:

(a) The project must be developed and organized;

(b) The community council must be elected;

(c) The team leader must be hired;

(d) The teacher-interns must be recruited; and

(e) Any revisions of the objectives adopted under §§ 172.61–172:65 must be planned and developed.

This period may be less than a year if these functions can be completed in a shorter time.

§ 172.41 Achievement of objectives during the remaining four years.

(a) During the remaining four years of a project, activities must be carried out which are designed to achieve the objectives adopted under §§ 172.61-172.66.

(b) Activities during this period must consist primarily of training.

(Sec. 513 (a)(1), (g); 20 U.S.C. 1103 (a)(1), (g).)

§ 172.42 Functions of each participant.

The applicants must agree to the functions each will perform, subject to §§ 172.43–172.45.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.43 Institution of higher education functions.

An institution of higher education may perform the following functions under its grant:

(a) Recruiting, selecting, and enrolling Teacher Corps members.

(b) Training Teacher Corps members.

(c) Paying the administrative and secretarial costs of the community council.

(d) Paying the costs of project administration, including planning, documentation, evaluation, and dissemination.

(Sec. 513 (a), (e); 20 U.S.C. 1103 (a), (e).)

§ 172.44 Local educational agency functions.

A local educational agency may perform the following functions under its grant:

(a) Recruiting, selecting and enrolling Teacher Corps members.

(b) Training Teacher Corps members.

(c) Paying the compensation of Teacher Corps members.

(d) Paying the compensation for released time for educational personnel while in training, within the limitations in § 172.92.

(e) Paying the administrative and secretarial costs of the community council.

(f) Paying the costs of project administration, including planning, documentation, evaluation, and dissemination.

(Sec. 513 (a), (e); 20 U.S.C. 1103 (a), (e); Sec. 541(f); 20 U.S.C. 1104(f).)

§ 172.45 Training by institutions of higher education.

(a) Each institution of higher education which receives a grant under this part shall provide training to Teacher Corps members. This must include training designed to achieve the objectives adopted under § 172.62(b) (improvement of competency of educational personnel).

(b) An institution of higher education which does not offer academic course-work beyond the bachelor's degree level may provide training for volunteers and teacher aides, if this type of training is designed to achieve the objectives adopted under § 172.62.

(Sec. 513 (a)(2), (5), (b), (g); 20 U.S.C. 1103(a) (2), (5), (b), (g).)

§ 172.46 Pre-service and in-service training.

Training under this part must include pre-service training for teacher-interns and in-service training for other educational personnel employed by the project schools.

(Sec. 513(a)(2); 20 U.S.C. 1103(a)(2).)

§ 172.47 Training program for teacher-interns.

(a) The training program for a teacher-intern must be developed by the project director in consultation with the team leader and the institution of higher education which provides the training.

(b) The training must include:

(1) Practical classroom experience in each of the project schools;

(2) Academic study; and

(3) Practical experiences and training in the community served by the project.

(c) The practical classroom experience of a teacher-intern may not average more than one half of each school day during the period of his or her internship.

(d) Training may also be provided in a pre-school early childhood setting if that training is consistent with the objectives adopted under §§ 172.61–172.65.

(Sec. 513(a)(2), (g); 20 U.S.C. 1103(a)(2), (g).)

§ 172.48 Graduate Level training for teachers and teacher-interns.

Training for teachers and teacher-interns who have a bachelor's degree must be at the graduate level. Training for teacher-interns who do not have a bachelor's degree may be at the undergraduate level.

(Sec. 513(a) (1), (b), (g); 20 U.S.C. 1103(a) (1), (b), (g).)

§ 172.49 Degree and certification for teacher-interns.

Training must be designed so that a teacher-intern begins his or her internship three months before the beginning of the second school year of the project and has the opportunity to complete the internship, and receive a degree and a teaching certification by the end of the third school year of the project.

(Sec. 513(a) (2), (b); 20 U.S.C. 1103(a) (2), (b).)

§ 172.50 Field and community based training.

Training of Teacher Corps members must be primarily field based and carried out in the community served by the project.

(Sec. 513(a)(2); 20 U.S.C. 1103(a)(2).)

§ 172.51 Training for volunteers.

A grantee may provide training to volunteers to prepare them for service in the project.

(Sec. 513 (a)(5), (b); 20 U.S.C. 1103(a)(5), (b).)

§ 172.52 Documentation of project experience.

(a) Each project must include documentation of all significant factors which influence project experience and results, including:

(1) The characteristics and condition of the local setting; and

(2) The usefulness of project processes, practices, and products in the project schools.

(b) The documentation under paragraph (a) of this section must be used to:

(1) Review progress in accomplishing the objectives developed under §§ 172.61–172.65; and

(2) Revise those objectives if necessary.

(Sec. 511; 20 U.S.C. 1101; Sec. 513(g); 20 U.S.C. 1103(g).)

BASIC OUTCOMES AND PROJECT OBJECTIVES

§ 172.60 Basic outcomes.

Each project must be designed to achieve the following outcomes:

(a) An improved school climate which fosters the learning of children of low-income families.

(b) An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families.

(c) The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after Federal funding ends.

(d) The adoption or adaptation of those educational improvements by other educational agencies and institutions.

(Sec. 511; 20 U.S.C. 1101; Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.61 Project objectives.

(a) Each project must include objectives which are designed to achieve the outcomes described in § 172.60.

(b) These project objectives must be developed jointly by the institution of higher education, the local educational agency, and the community council.

(c) Each project objective must be adopted by the policy board.

(Sec. 511; 20 U.S.C. 1101; Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.62 School objectives.

(a) Each project must include specific objectives designed to achieve the outcome under § 172.60(a) (improved school climate) in each of the project schools. These objectives may include curriculum, organizational, or other changes that affect an entire school. All project schools must jointly participate in the development of these specific objectives.

(b) In addition to the objectives under paragraph (a) of this section, each project school must have objectives designed to:

(1) Improve the competency of all educational personnel employed by the project schools (and the teacher-interns) to provide education that is multicultural and to be knowledgeable of and sensitive to the needs of diverse cultures, regardless of the pupil population served by the project;

(2) Improve the competency of these educational personnel, the teacher interns, and the project schools, to deal with a wide range of variability in children; and

(3) Provide all educational personnel employed by the project schools (and the teacher-interns) with the opportunity to improve their competency to identify children with learning and behavioral problems, diagnose the special needs of those children, and prescribe learning activities to meet those needs.

(Sec. 511(a); 20 U.S.C. 1101(a); Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.63 Educational personnel development system objectives.

Each project must include specific objectives designed to achieve the outcome under § 172.60(b) (improved educational personnel development system), including objectives to achieve:

(a) Basic and systemic improvements in the methods used by the institution of higher education and the local educational agency to train educational personnel;

(b) The development of the capacity of the institution of higher education to provide training that will achieve the objectives under § 172.63(b); and

(c) Provision of pre-service and in-service training as an integral process.

(Sec. 511(a) 20 U.S.C. 1101(a); sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.64 Institutionalization objectives.

Each project must include specific objectives designed to achieve the outcome under § 172.60(c) (continuation of educational improvements).

(Sec. 511(a); 20 U.S.C. 1101(a); sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.65 Demonstration and dissemination objectives.

Each project must include specific objectives designed to achieve the outcome under § 172.60(d) (adaptation of educational improvements by other agencies) by demonstrating and disseminating project processes, practices, and products found useful in the project schools to:

(a) Persons involved in the project;

(b) Schools of the local educational agency and components of the institution of higher education which are not involved in the project;

(c) Other local educational agencies, institutions of higher education, and communities; and

(d) Others interested in educational policy.

(Sec. 511(a); 20 U.S.C. 1101(a); sec., 513(g); 20 U.S.C. 1103(g).)

TEACHER CORPS MEMBERS

§ 172.80 Educational personnel, teacher-interns, and volunteers.

The following persons are Teacher Corps members:

(a) Teachers and other educational personnel who are employed by a project school;

(b) Volunteers who serve as part-time tutors of full-time instructional assistants in project schools; and

(c) Teacher-interns.

(Sec. 513(a)(1); 20 U.S.C. 1103(a)(1).)

§ 172.81 Number of teacher-interns.

(a) Each project must include at least four teacher-interns.

(b) Each project may include up to one teacher-intern for each five teachers in the project schools if the local educational agency will employ all teacher-interns who complete their internships.

(Sec. 513(f); 20 U.S.C. 1103(g).)

§ 172.82 Recruiting teacher-interns.

(a) The Commissioner provides each grantee with a national listing of qualified applicants for teacher-internships.

(b) A grantee may recruit teacher-interns from the national listing of qualified applicants, but is not required to do so.

(c) A grantee must design its recruitment of teacher-interns so that it gives consideration to persons who are broadly representative of the ethnic and cultural characteristics of the community served by the project.

(d) The Commissioner Publishes a notice annually in the FEDERAL REGISTER that explains how to apply for teacher-internships.

(Sec. 513(a) (1), (3); 20 U.S.C. 1103(a) (1), (3).)

§ 172.83 Teacher-intern teams.

Teacher-interns must be organized into teams that include at least four teacher-interns and one experienced teacher who serves as leader of the team. Each team must spend a portion of the internship in each project school.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3).)

§ 172.84 Teacher-interns may not replace teachers.

(a) A grantee may not use a teacher-intern to replace, or carry out the functions of a teacher who is or would otherwise have been employed in a project school.

(b) A teacher-intern may not be used as a substitute teacher.

(Sec. 517; 20 U.S.C. 1107.)

§ 172.85 Federal employees.

Members of the Teacher Corps are not considered Federal employees except for the purposes of the Federal tort claims provisions of Title 28 of the United States Code.

(Sec. 515 (a)-(c); 20 U.S.C. 1104 (a)-(c).)

§ 172.86 Other Federal student assistance programs.

Members of the Teacher Corps may not receive a loan under the National Direct Student Loan Program authorized by Title IV-E of the Higher Education Act of 1965 (20 U.S.C. 1087-aa-1087-ff), or a grant under the Supplemental Educational Opportunity Grant Program authorized by Title IV-A-2 of the Higher Education Act of 1965 (20 U.S.C. 1070b-1070b-3).

(Sec. 515(d)-20 U.S.C. 1105 (d).)

§ 172.87 Compensation of team leaders.

(a) The local educational agency shall employ each teacher-intern team leader.

(b) The local educational agency shall compensate a team leader at a rate comparable to that being paid to other personnel in the same agency who perform similar work.

(c) A local educational agency shall use funds under its grant to pay up to 90 percent of the compensation paid under paragraph (b) of this section.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3); sec. 514(a)(1); 20 U.S.C. 1104(a)(1).)

§ 172.88 Teacher-intern compensation during their term of service with the project.

(a) The local educational agency shall compensate a teacher-intern during each period he or she serves in the project schools at a rate of $150 per week, subject to paragraph (c) of this section.

(b) This compensation must include an additional $15 per week for each dependent who receives more than half of his or her support from the teacher-intern, subject to paragraph (c) of this section.

(c) The total compensation paid to a teacher-intern under paragraphs (a) and (b) of this section may not exceed the compensation paid to a beginning teacher employed by the local educational agency for comparable periods of time.

(d) A local educational agency shall use funds under its grant to pay up to 90 percent of the compensation paid under this section.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3); sec. 514(a)(2); 20 U.S.C. 1104(a)(2).)

§ 172.89 Teacher-intern training stipends.

(a) The institution of higher education shall pay a training stipend at $150 per week to each teacher-intern during each period he or she receives training at that institution. The institution of higher education may not pay this stipend during the periods when the teacher-intern serves in the project schools.

(b) The training stipend must include an additional $15 per week for each dependent who receives more than one-half of his or her support from the teacher-intern.

(c) An institution of higher education shall use funds under its grant to pay up to 100 percent of the cost of the amounts paid under paragraphs (a) and (b) of this section.

(Sec. 514(b); 20 U.S.C. 1104(b).)

§ 172.90 Teacher-intern and team leader medical insurance.

(a) The grantees shall provide teacher-interns and team leaders with medical insurance coverage (including hospitalization) during their participation in a project.

(b) Dependents who receive more than one half of their support from a teacher-intern must be included in this insurance coverage.

(c) A grantee which provides this medical insurance coverage shall use funds under its grant to pay up to 100 percent of the cost of the insurance.

(Sec. 514 (d), (e); 20 U.S.C. 1104 (d), (e).)

§ 172.91 Training stipends for teachers and other educational personnel.

(a) The institution of higher education or local educational agency may pay a training stipend to each of the teachers and other educational personnel employed by a project school who participate in training under this part during a period of the year (if any) not covered by a local employment contract.

(b) The training stipend may be at a rate of not more than $100 per individual per week, prorated if the training is part-time.

(c) A local educational agency shall use funds under its grant to pay up to 100 percent of the cost of stipends paid under this section.

(Sec. 514(b); 20 U.S.C. 1104(b).)

§ 172.92 Released time for educational personnel.

(a) If authorized by the Commissioner, the local educational agency may use funds under its grant to pay the cost of releasing educational personnel from their regular duties in a project school to participate in training under this part.

(b) The Commissioner may authorize a local educational agency to use funds under paragraph (a) of this section if the local educational agency demonstrates in its application that the project is or will be placed in jeopardy by the lack of compensation for released time.

(Sec. 514(f); 20 U.S.C. 1104(f).)

§ 172.93 Compensation of volunteers.

(a) Volunteers who serve as part-time tutors or full-time instructional aides in project schools are paid or unpaid, according to local policy.

(b) If volunteers are paid, they must be compensated at a rate equal to that being paid other volunteers for similar work.

(c) A grantee which pays any compensation under this section shall use funds under its grant to pay up to 90 percent of that compensation.

(Sec. 513(a)(5); 20 U.S.C. 1103(a)(5); sec. 514(a)(3); 20 U.S.C. 1104(a)(3).)

§ 172.94 Travel expenses of Teacher Corps members.

(a) The grantees shall pay, subject to paragraph (b) of this section:

(1) The necessary travel expenses of Teacher Corps members and their dependents;

(2) The necessary expenses for transportation of the household goods and personal effects of Teacher Corps members and their dependents; and

(3) Other necessary expenses of Teacher Corps members and their dependents which are directly related to their service in the project, including readjustment allowances proportionate to that service.

(b) A teacher-intern whose last permanent address before coming to a project is outside the community served by the project, shall be paid:

(1) By the institution of higher education for his or her necessary travel expenses to the project (by the least expensive common carrier or by private automobile subject to any institutional rules on reimbursement for mileage); and

(2) By the local educational agency for:

(i) The necessary travel expenses of teacher-intern dependents to the project (by the least expensive common carrier or by private automobile subject to any agency limits on reimbursement for mileage); and

(ii) The necessary expenses for shipment to the project of up to 11,000 pounds of household goods and personal effects owned by the teacher-intern or his or her dependents.

(Sec. 514(c); 20 U.S.C. 1104(c).)

Subpart C—Youth Advocacy Projects

§ 172.100 Purpose and project design.

(a) *Purpose.* Under this subpart, the Commissioner provides assistance to projects designed to attract and train educational personnel who provide remedial, basic, and secondary educational training (including literacy and communication skill training) to juvenile delinquents or youth offenders.

(b) *Project design.* A youth advocacy project must be designed to meet the special educational needs of juvenile delinquents or youth offenders.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.101 Other sections in this part apply to youth advocacy projects.

Subject to any exceptions specifically listed in this subpart, all of the sections in this part apply to youth advocacy projects.

(Secs. 551 et seq.; 20 U.S.C. 1103 et seq.)

§ 172.102 Youth advocacy project joint participation.

(a) Section 172.10 (Joint participants) does not apply to youth advocacy projects.

(b) Each project assisted under this subpart must be carried out jointly by:

(1) One or more institutions of higher education;

(2) One or more local educational agencies;

(3) A community council established under § 172.104; and

(4) One or more of the following correctional facilities:

(i) A detention center;

(ii) An incarceratory institution;

(iii) A public or private non-profit alternative school for delinquent youth; or

(iv) A special center, within a public school, which serves the special needs of juvenile delinquents or youth offenders, or both.

(c) The correctional facility must participate equally under each section of the regulation in this part that requires joint participation or collaboration.

(d) A project assisted under this subpart may also include participation by a State educational agency.

(Sec. 513(a)(6)(e); 20 U.S.C. 1103 (a)(6)(e).)

§ 172.103 Project schools.

(a) Section 172.12 (Project schools) does not apply to youth advocacy projects.

(b) A youth advocacy project must include one or more junior high schools or senior high schools, or both, of the local educational agency.

(c) A youth advocacy project may include one or more schools of the correctional facility.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.104 Youth advocacy project community council.

(a) Each youth advocacy project must include an elected community council of at least seven members.

(b) The community council must be representative of:

(1) The parents of the juvenile delinquents or youth offenders participating in the project; and

(2) The residents of the areas served by the project schools.

(Sec. 513(e)(1), (g); 20 U.S.C. 1103(e)(1), (g).)

§ 172.105 Policy board.

The policy board under § 172.15 must include as a member the director of the correctional facility (or his or her equivalent).

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.106 Youth advocacy projects—separate grants.

(a) If an application is selected for assistance under this subpart, the Commissioner awards a grant to the institution of higher education, a grant to the local educational agency, and a grant to the correctional facility.

(b) If the application includes more than one institution of higher education, more than one local educational agency or more than one correctional facility, the Commissioner may award grants to one or more of those institutions, agencies, or facilities.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.107 Time period before correctional facility may apply for a new project.

If a correctional facility participates in a project, it may not apply for a new project until three years after the end of that participation.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.108 Correctional facility functions.

A correctional facility may perform the following functions under its grant:

(a) Recruiting, selecting, and enrolling Teacher Corps members.

(b) Training Teacher Corps members.

(c) Paying the compensation of Teacher Corps members.

(d) Paying compensation for released time for educational personnel while in training, within the limitations in § 172.92.

(e) Paying the administrative and secretarial costs of the community council.

(f) Project administration, including planning, documentation, evaluation, and dissemination.

§ 172.109 Youth advocacy teacher-intern training.

In addition to the training required under § 172.47 (training program for teacher-interns), a youth advocacy project must include teacher-intern training in a correctional facility where youths are:

(a) Incarcerated; or

(b) Having problems adjusting to traditional educational programs; or

(c) Preparing to return to the school-community environment.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

Subpart D—Project Administration

§ 172.110 Management plan.

(a) Each project must have a management plan for the project years, which includes:

(1) A description of the activities to be carried out;

(2) A description of the sequence and timing of the activities;

(3) The assignment of responsibilities;

(4) A description of the resources to be used for each activity;

(5) A detailed budget for the initial project year (which must be updated in each succeeding year);

(6) A budget for later project years in outline form; and

(7) An analysis of how the activities contribute to achieving the objectives adopted under §§ 172.61-172.65.

(b) The management plan must be revised at least annually.

(c) The management plan must show in detail how it contributes to meeting each of the objectives adopted under §§ 172.61-172.65.

§ 172.111 Project director.

(a) Each project must have a project director.

(b) A temporary project director may be appointed at the beginning of the initial project year.

(c) A permanent project director must be appointed before the end of the initial project year.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.112 Compensation of project director and staff.

(a) The project director and other project administrative staff are not Teacher Corps members. They must be employed by a grantee.

(b) A grantee may use funds under its grant to pay the salaries of the project director and project staff.

(Sec. 513(a); 20 U.S.C. 1103(a).)

§ 172.113 Employment of project administrative staff.

(a) The project administrative staff must be hired from the grantees' regular employees whenever possible.

(b) A grantee must design its hiring of project administrative staff so that it gives consideration to persons who are broadly representative of the ethnic and cultural characteristics of the community served by the project.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.114 Supervision of Teacher Corps members.

(a) Teacher Corps members are under the direct supervision of the local educational agency to which they are assigned.

(b) Subject to the requirements in §§ 172.81-172.84, (regarding teacher-interns), the local educational agency retains the authority to:

(1) Assign Teacher Corps members within its system;

(2) Transfer Teacher Corps members within its system;

(3) Determine the terms and continuance of the assignment of Teacher Corps members within its system.

(Sec. 516; 20 U.S.C. 1106.)

Subpart E—Applications

§ 172.122 Policy board.

An application must include a description of the members, method of selection, and operating procedures of the policy board.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.123 Institution of higher education.

(a) An application must include a description of each institution of higher education, including:

(1) Its degree offerings in education; and

(2) Its pre-service and in-service graduate training program.

(b) An application must also include a description of past and current efforts by the institution of higher education to improve its educational personnel training and retraining programs, and the way those efforts relate to the project.

(Sec. 511(a); 20 U.S.C. 1101(a); Sec. 513(b); 20 U.S.C. 1103(b).)

§ 172.124 Project schools.

An application must include: (a) A brief description of each project school, including the size of the educational staff and the relationships among the schools in the feeder system;

(b) A description of past and current efforts to improve each project school, and the way those efforts relate to the projects;

(c) A statement that each project school meets the low-income criterion in § 172.12(b);

(d) A statement that all educational personnel employed by the project schools will be involved in planning and carrying out the project in that school; and

(e) If the project includes more than four teacher-interns, an assurance that the local educational agency will employ all of the teacher-interns who complete their internships.

(f) If the project includes as teacher-interns persons who do not have bachelors degrees, a certification by the local education agency that there are not enough teacher-intern candidates who have bachelors degrees available locally or through use of the national listing of qualified applicants.

(Sec. 511(a); 20 U.S.C. 1101(a); Sec. 513(a)(3); 20 U.S.C. 1103(a)(3).)

§ 172.125 Community council.

An application must include:

(a) A description of the temporary community council, including:

(1) The purpose for which the council was originally established;

(2) The boundaries and compositions of the community represented by the council;

(3) The terms of the council members;

(4) The date and methods of election of the council members; and

(5) The number of council members.

(b) A description of the permanent community council, including:

(1) The boundaries and composition of the community represented by the council;

(2) The number of council members;

(3) The terms of the council members;

(4) The date and method of election of the council members; and

(5) The activities to be carried out by the council.

(c) An assurance that the community council participates with the other applicants in planning, carrying out, and evaluating the project.

(Sec. 513(e); 20 U.S.C. 1103(e).)

§ 172.126 Correctional facility.

An application for a youth advocacy project must include a description of each correctional facility.

(Sec. 513(e); 20 U.S.C. 1103(e).)

§ 172.127 Project objectives.

An application must include a description of each project objective adopted under §§ 172.61-172.65, including the basis for each objective in research, theory, or practical experience.

(Sec. 511(a); 20 U.S.C. 1101(a); Sec. 513(a); 20 U.S.C. 1103(g).)

§ 172.128 Management and staffing plans.

An application must include the management plan required under § 172.110 and a staffing plan.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.130 Released time.

A local educational agency which wishes to use grant funds under § 172.92 (released time for educational personnel) must demonstrate in the application that the project is or will be placed in jeopardy by the lack of compensation for released time.

(Sec. 514(f); 20 U.S.C. 1104(f).)

§ 172.132 Project activities.

An application must include a description of: (a) The teacher-intern recruitment methods;

(b) The organization of each teacher-intern team in each project school;

(c) The training program for teacher-interns;

(d) The training program for volunteers, teachers, and other educational personnel;

(e) The project plans and methods for achieving each of the objectives adopted under §§ 172.61-172.65; and

(f) Project evaluation to date.

(Sec. 513; 20 U.S.C. 1103.)

§ 172.133 Youth advocacy projects.

In addition to the other requirements in this subpart, an application for a youth advocacy project must describe:

(a) The persons receiving training in the project in remedial, basic, and secondary education;

(b) The special educational needs of the persons described under paragraph (a) of this section;

(c) How the project is designed to:

(1) Meet the needs of those persons; and

(2) Attract and train educational personnel who provide educational training to juvenile delinquents or youth offenders.

(Sec. 513(a)(6); 20 U.S.C. 1103(a)(6).)

§ 172.134 Information responding to evaluation criteria.

An application must include information which provides a basis for evaluating it under each of the criteria in Subpart F.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.135 Approval of applications by the State educational agency.

(a) The Commissioner may not approve an application submitted under this part unless the State educational agency of the State in which the project is located has approved the application.

(b) The approval by the State educational agency must be:

(1) In writing and signed by the chief State school officer; and

(2) Attached to the application before the application is submitted to the Commissioner.

(c) The State educational agency shall approve an application that is:

(1) In conformance with all applicable State laws, rules, and regulations; and

(2) Consistent with overall plans for teacher education in that State.

(Sec. 512 (a)(2), (3), (5); 20 U.S.C. 1103 (a) (2), (3), (5).)

§ 172.136 Continuation grant application.

In addition to meeting all of the other requirements of this subpart, an application for a continuation grant must include a description of:

(a) Planning done during the initial project year;

(b) Project experience to date; and

(c) Any revisions of or additions to the project objectives.

(Sec. 512(a) (2), (3), (5); 20 U.S.C. 1103(a); 20 U.S.C. 1103(g).)

§ 172.137 Annual publication of application submission date.

The Commissioner publishes the date and place to submit project applications annually in the FEDERAL REGISTER.

(Sec. 513(g); 20 U.S.C. 1103(g).)

Subpart F—Evaluation Criteria

§ 172.150 Evaluation procedure.

(a) Applications for grants under this part are evaluated by the Commissioner on the basis of the criteria in this subpart. The criteria in § 100a.26(b) of this chapter do not apply.

(b) Each application for initial project funding is evaluated in competition with all other applications for initial project funding.

(c) Each application for a continuation grant is evaluated noncompetitively based on the effectiveness of the project and the availability of appropriations.

(d) The evaluation of applications for initial project funding is based on a point system. Each criterion is weighted as indicated. The highest possible score under these criteria is 100 points.

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.151 School learning climate criterion (25 points).

In evaluating an application the Commissioner considers the extent to which:

(a) The objectives developed under § 172.62 (school objectives) (improved school climate) are likely to achieve the outcomes in § 172.60(a) (8 points);

(b) The project activities are likely to accomplish the objectives developed under § 172.62 (9 points); and

(c) The management plan for accomplishing the objectives developed under § 172.62 is realistic and economical. (8 points).

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.152 Educational personnel development system criterion (36 points).

In evaluating an application, the Commissioner considers the extent to which:

(a) The objectives developed under § 172.63 (educational personnel development) are likely to achieve the outcome in § 172.60(b) (improved educational personnel development system) (9 points);

(b) The project training activities are likely to accomplish the objectives developed under § 172.63 (b) (improved educational personnel development system) (9 points);

(c) The project activities are likely to accomplish the objectives developed under § 172.63(a) and (c) (9 points); and

(d) The management plan for accomplishing the objectives developed under § 172.63 is realistic and economical (9 points).

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.153 Institutionalization criterion (21 points).

In evaluating an application, the Commissioner considers the extent to which:

(a) The objectives developed under § 172.64 (institutionalization) are likely to achieve the outcome in § 172.60(c) (continuation of educational improvements) (7 points);

(b) The project activities are likely to accomplish the objectives developed under § 172.64 (8 points); and

(c) The management plan for accomplishing the objectives developed under § 172.64 is realistic and economical (6 points).

(Sec. 513(g); 20 U.S.C. 1103(g).)

§ 172.154 Adaptation of educational improvements criterion (18 points).

In evaluating an application, the Commissioner considers the extent to which:

(a) The objectives developed under § 172.65 (demonstration and dissemination) are likely to achieve the outcome in § 172.60(d) (adaptation of educational improvements) (6 points);

(b) The project activities are likely to accomplish the objectives developed under § 172.65 (6 points); and

(c) The management plan for achieving the objectives developed under § 172.65 is realistic and economical (6 points).

(Sec. 513(g); 20 U.S.C. 1103(g).)

APPENDIX—PART A OF TITLE V OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED—TEACHER CORPS PROGRAM STATEMENT OF PURPOSE AND AUTHORIZATION OF APPROPRIATIONS

SEC. 511. (a) The purpose of this part is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel by—

(1) Attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas;

(2) Attracting and training inexperienced teacher-interns who will be made available for teaching and in-service training to local educational agencies in such areas in teams led by an experienced teacher;

(3) Attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of higher education serving such areas;

(4) Attracting and training educational personnel to provide relevant remedial, basic, and secondary educational training, including literacy and communications skills, for juvenile delinquents, youth offenders, and adult criminal offenders;

(5) Supporting demonstration projects for retraining experienced teachers, teacher aides, and other educational personnel serving in local educational agencies.

(b) For the purpose of carrying out the provisions of this part there are authorized to be appropriated $50,000,000 for the fiscal year 1977, $75,000,000 for the fiscal year 1978, and $100,000,000 for the fiscal year 1979.

ESTABLISHMENT OF TEACHER CORPS

Sec. 512. In order to carry out the purposes of this part, there is hereby established in the Office of Education a Teacher Corps. The Teacher Corps shall be headed by a Director who shall be compensated at the rate prescribed for grade 17 of the General Schedule of the Classification Act of 1949, and a Deputy Director who shall be compensated at the rate prescribed for grade 16 of such General Schedule. The Director and the Deputy Director shall perform such duties as are delegated to them by the Commissioner; except that (1) the Commissioner may delegate his functions under this part only to the Director, and (2) the Director and Deputy Director shall not be given any function authorized by law other than that granted by this part.

TEACHER CORPS PROGRAM

Sec. 513. (a) For the purpose of carrying out this part, the Commissioner is authorized to—

(1) Enter into contracts or other arrangements with institutions of higher education or local educational agencies under which they will recruit, select, and enroll in the Teacher Corps for periods of up to five years, experienced teachers, teacher aides, and other educational personnel, persons who have a bachelor's degree or its equivalent, and persons who have successfully completed two years of a program for which credit is given toward a baccalaureate degree and, for such periods as the Commissioner may prescribe by regulation, persons who volunteer to serve as part-time tutors or full-time instructional assistants;

(2) Enter into arrangements, through grants or contracts, with institutions of higher education or local educational agencies (upon approval in either case by the appropriate State educational agency) or with State educational agencies to provide members of the Teacher Corps with such training as the Commissioner may deem appropriate to carry out the purpose of this part, including not more than three months of training for members before they undertake their teaching duties under this part;

(3) Enter into arrangements (including the payment of the cost of such arrangements) with local educational agencies upon approval by the appropriate State educational agency and, after consultation in appropriate cases with institutions of higher education, to furnish to local educational agencies, for service during regular or summer sessions, or both, in the schools of such agencies in areas having concentrations of children from low-income families, Teacher Corps programs each of which shall include teacher-interns teams lead by experienced teachers, and may include additional experienced teachers, teacher aides, and other educational personnel, who may be afforded time by the local educational agency for a training program carried out in cooperation with an institution of higher education;

(4) Pay to local educational agencies such part of the amount of the compensation which such agencies pay to or on behalf of members of the Teacher Corps assigned to them pursuant to arrangements made pursuant to the preceding clause as may be agreed upon after consideration of their ability to pay such compensation, but not in excess of 90 per centum thereof, except that, in exceptional cases, the Commissioner may provide more than 90 per centum of such compensation during the first year of any agency's participation in the program;

(5) Enter into contracts or other arrangements with local educational agencies or institutions of higher education, upon approval by the appropriate State educational agency, under which provisions (including payment of the cost of such arrangements) will be made (A) to carry out programs serving disadvantaged areas in which volunteers (including high school and college students) serve as part-time tutors or full-time instructional assistants in teams with other Teacher Corps members, under the guidance of experienced teachers, but not in excess of 90 per centum of the cost of compensation for such tutors and instructional assistants may be paid from federal funds, and (B) to provide appropriate training to prepare tutors and instructional assistants for service in such programs;

(6) Enter into arrangements, through grants or contracts, with State and local educational agencies, and with institutions of higher education, and such other agencies or institutions approved by the Commissioner according to criteria which shall be established by him to carry out the purposes of this paragraph, under which provisions (including payments of the cost of such arrangements) will be made to furnish to such agencies members of the Teacher Corps to carry out projects designed to meet the special educational needs of juvenile delinquents, youth offenders, and adult criminal offenders, and persons who have been determined by a State or local educational agency, court of law, law enforcement agency or any other State or local public agency to be predelinquent juveniles, but not in excess of 90 per centum of the cost of compensation for Teacher Corps members serving in such projects may be paid from Federal funds;

(7) (A) Make available technical assistance to State and local educational agencies and institutions of higher education for carrying out arrangements entered into under this title; and

(B) Provide planning, technical assistance, monitoring, documenting, dissemination, and evaluation services for arrangements made under this title;

(8) Acquaint qualified persons of teaching opportunities and needs in disadvantaged areas and encourage qualified persons to apply to appropriate educational agencies or institutions for enrollment in the Teacher Corps; and

(9) Accept and employ in the furtherance of the purposes of this subpart (A) voluntary and uncompensated services notwithstanding the provisions of section 3679(b) of the Revised Statutes, as amended (31 U.S.C. 665(b)), and (B) any money or property (real, personal, or mixed, tangible or intangible) received by gift, device [sic,] bequest, or otherwise.

(b) Arrangements with institutions of higher education to provide training for Teacher Corps members while serving in schools for local educational agencies under the provisions of this part shall provide, wherever possible, for training leading to an appropriate degree.

(c) (1) Whenever the Commissioner determines that the demand for the services of members of the Teacher Corps exceeds the number available, he shall, to the extent practicable, allocate the number of members of the Teacher Corps who are available among the States in accordance with paragraph (2).

(2) Not to exceed 5 per centum of the number of members of the Teacher Corps who are available shall be allocated to Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands and not to exceed 5 per centum of such members shall be allocated to the elementary and secondary schools operated for Indian children by the Department of Interior, according to their respective needs. The remainder of such number of Teacher Corps members shall be allocated among the States so that the number of members available to any State shall bear the same ratio to the number being allocated as the number of children enrolled in the public and private elementary and secondary schools of that State bears to the total number of children so enrolled in all of the States. The number of children so enrolled shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him. For purposes of this subsection, the term "State" shall not include Puerto Rico, the Virgin Islands, Guam, American Samoa, or the Trust Territory of the Pacific Islands.

(3) If the Commissioner determines that a State will not require the number of Teacher Corps members allocated to it under paragraph (2), he shall, from time to time, reallot the number not required, on such dates as he may fix, to other States in proportion to the original allocation to such States under paragraph (2), but with such proportionate number for any of such other States being reduced to the extent it exceeds the number the Commissioner determines such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallocated among the States whose proportionate numbers were not so reduced.

(d) A local educational agency may utilize members of the Teacher Corps assigned to it in providing, in the manner described in section 205(a) (2) of Pub. L. 874, Eighty-first Congress, as amended, educational services in which children enrolled in private elementary and secondary schools can participate.

(e) (1) No arrangement may be entered into under the provisions of paragraph (1), (2), (3), (5), or (6) of subsection (a) of this section unless that arrangement is prepared with the participation of an elected council which shall be representative of the community in which the project subject to that arrangement is located and of the parents of the students of the elementary or secondary schools or both, to be served by such project.

(2) Each council selected pursuant to this subsection shall participate with the local educational agency or institution of higher education, or both, in the planning, carrying out, and evaluation of projects subject to arrangements under paragraphs (1), (2), (3), (5), and (6) of subsection (a) of this section.

(3) The Commissioner is authorized in each fiscal year to arrange for the payment of necessary secretarial and administration expenses of each council elected pursuant to the provisions of this subsection for the purposes of carrying out its functions under this subsection.

(f) The Commissioner shall establish procedures seeking, with respect to the Teacher Corps members enrolled after the date of enactment of the Education Amendments of 1976, [a] goal of having approximately five individuals who are at the time of enrollment, or who previously have been, employed as teachers by local educational agencies to one individual who has not been so employed. The Commissioner may waive the procedure established under this subsection if he makes a determination that there are insufficient qualified applicants to maintain the goal sought by this subsection, or that there are insufficient employment opportunities for individuals who are not so employed, and submits a report to the Congress of such a determination.

(g) Notwithstanding any other provision of law, the Commissioner shall develop and establish specific criteria for entering into arrangements under this part in order to assist applicants for assistance under this part to develop proposals to be submitted. Criteria established under this subsection shall be used by the Commissioner in selecting proposals under this title.

COMPENSATION

Sec. 514. (a) An arrangement made with a local educational agency pursuant to paragraph (3) of section 513 (a) or arrangement with a local educational agency or institution of higher education pursuant to paragraph (5) of section 513(a), or an arrangement with any agency pursuant to paragraph (6) of section 513(a), shall provide for compensation by such agency of Teacher Corps member during the period of their assignment to it at the following rates:

(1) An experienced teacher who is leading a teaching team shall be compensated at a rate agreed to by such agency and the Commissioner.

(2) A teacher intern shall be compensated at such rates as the Commissioner may determine to be consistent with the nature of the program and with prevailing practices under comparable federally supported programs or local projects, not to exceed $150 per week plus $15 per week for each dependent; and

(3) Tutors and instructional assistants shall be compensated at such rates as the Commissioner may determine to be consistent with prevailing practices under comparable federally supported work-study programs.

(b) For any period of training under this part the Commissioner shall pay to members of the Teacher Corps such stipends (including allowances for subsistence and other expenses for such members and their dependents) as he may determine to be consistent with prevailing practices under comparable federally supported training programs.

(c) The Commissioner shall pay the necessary travel expenses of members of the Teacher Corps and their dependents and necessary expenses for the transportation of the household goods and personnel effects of such members and their dependents, and such other necessary expenses of such members as are directly related to their services in the Corps, including readjustment allowances proportionate to service.

(d) The Commissioner is authorized to make such arrangements as may be possible, including the payment of any costs incident thereto, to protect the tenure, retirement rights, participation in a medical insurance program, and such other similar employee benefits as the Commissioner deems appropriate, of a member of the Teacher Corps who participates in any program under this part and who indicates his intention to return to the local educational agency or institution of higher education by which he was employed immediately prior to his service under this part.

(e) The Commissioner is authorized to provide medical (including hospitalization) insurance for members of the Teacher Corps who do not otherwise obtain such insurance coverage either under an arrangement made pursuant to subsection (d) of this section or as an incident of an arrangement between the Commissioner and an institution or a State or local educational agency pursuant to section 513.

(f) The Commissioner is authorized to compensate local educational agencies for released time for educational personnel of the agency who are being trained in Teacher Corps projects assisted under this title.

APPLICATION OF PROVISIONS OF FEDERAL LAW

Sec. 515. (a) Except as otherwise specifically provided in this section, a member of the Teacher Corps shall be deemed not to be a Federal employee and shall not be subject to the provisions of laws relating to Federal employment, including those relating to hours of work, rates of compensation, leave, unemployment compensation, and Federal employee benefits.

NOTE.—Subsection (b) was repealed by Pub. L. 90-83.

(c) Such members shall be deemed to be employees of the Government for the purposes of the Federal tort claims provisions of title 28, United States Code.

(d) Members of the Teacher Corps shall not be eligible to receive payment of a student loan under title II of the National Defense Education Act of 1958 or of an educational opportunity grant under title IV of this Act.

LOCAL CONTROL PRESERVED

Sec. 516. Members of the Teacher Corps shall be under the direct supervision of the appropriate officials of the local educational agencies to which they are assigned. Except as otherwise provided in clause (3) of section 513(a), such agencies shall retain the authority to—

(1) Assign such members within their systems;

(2) Make transfers within their systems;

(3) Determine the subject matter to be taught;

(4) Determine the terms and continuance of the assignment of such members within their systems.

MAINTENANCE OF EFFORT

Sec. 517. No member of the Teacher Corps shall be furnished to any local educational agency under the provisions of this part if such agency will use such member to replace any teacher who is or would otherwise be employed by such agency.

TEACHING CHILDREN OF MIGRATORY AGRICULTURE WORKERS

Sec. 517A. For purposes of this part the term "local educational agency" includes any State educational agency or other public or private nonprofit agency which provides a program or project designed to meet the special educational needs of migratory children of migratory agricultural workers, and any reference in this part to (1) teaching in the schools of a local educational agency includes teaching in any such program or project and (2) "migratory children of migratory agricultural workers" shall be deemed to continue to refer to such children for a period, not in excess of five years, during which they reside in the area served by the local educational agency.

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APPENDIX C

EDUCATION THAT IS COMMUNITY BASED
(The Teacher Corps Point of View)

EDUCATION THAT IS COMMUNITY BASED
(The Teacher Corps Point of View)

Background

Since its origin in 1966, Teacher Corps has emphasized the involvement of persons from the community in its projects. Teacher Corps projects have been expected to involve interns in the community as part of their teacher education program. Community representatives have been involved in the decision-making processes of a project. Learning experiences in leadership and collaboration have been provided to the community, school, and university persons who are working together in the project to improve learning opportunities for low-income students.

But CBE is more than observation, involvement and participation. It is a fundamental attitude and philosophy about education. It places the community and its interests in a more central position in the education of students, of teachers, and of other school, university, and community personnel. The community and its resources become more central in the education program itself and in the evaluation of sucessful learning.

Definitions

Community Based Education is the understanding and practicing of the philosophy that the school belongs to the community and that the education provided in that school (a) is based upon the needs of the children in that school community, (b) is in conformity with the wishes and desires of the community, (c) is derived from the human, social, cultural and organizational resources found in that local community and is enhanced by their use, and (d) is available to all residents in the community regardless of race, religion, age, or sex.

Community includes all the economic, social, political systems and groups that operate formally or informally in the attendance area of a school. The norms, values, expectations, and processes of those who live in this particular geographic region make up the unique beginning point for Community Based Education. It is this combination of resources and cultures which are the base for developing an enriched learning environment for low-income students and a personnel development system which utilizes the community.

Strategies

A Teacher Corps project keeps the above definitions and attitudes of Community Based Education at the center of its efforts to design, implement, and disseminate programs. Projects use certain key strategies to accomplish this. The first strategy is collaboration.

Teacher Corps holds the firm belief that Community Based Education is best achieved through collaboration between the school, the university, and the community. Such collaboration occurs when all three institutional partners have legitimate roles in determining the project needs, the alternative plans for implementing project objectives, the elements of the project demonstration, and the criteria for evaluating project success.

The second strategy is needs assessment. Community Based Education is best achieved by involving the community in the assessment of needs. The community is asked its view of the educational needs of the community. The community is asked its perception of the needs of the schools in a project, the needs of the professional staff in the schools, and the needs of the training institutions. Such a needs assessment also identifies the need and/or potential for using human resources and services available in other agencies in the community for education.

Through these two strategies -- collaboration and needs assessments --the elected community council, the project staff, the policy board, the planning groups from the schools, the university and the community all work together to formulate a project design. Community Based Education will then:

(1) provide the leadership, problem-solving, and technical skills that increase each individual's value to the community;

(2) provide the opportunity for all to learn about the community;

(3) utilize community persons, and programs as resources for learning;

(4) assure that community persons are informed about the activities of the project;

(5) provide programs which address the needs of the schools as stated by the community;

(6) utilize the human service agencies of the community as resources for training;

and thus provide all -- students, parents, community persons, interns, 6eachers, and other school staff with a better school program.

Responsibilities

Collaboration by these partners should occur in all appropriate decision-making, leadership, implementation, and reporting situations. This requires a special effort by each partner. As the primary formal education institution of the community, the school is most effective when it utilizes the people and agencies of the community in the assessment of school needs and in the implementation of learning programs. As the primary personnel training agency for the community, the university is most effective when it utilizes the people and agencies of the community in the planning, implementation and evaluation of the training programs.

As the primary representative of the community served by the project, the elected Teacher Corps community council is effective when it articulates the wishes, desires, and aspirations the community has for the project to address to the schools and university. The council can then report to the community about the resources, activities and results of the project.

The project also has responsibility to assure that Community Based Education is an element of the Teacher Corps Outcomes. The outcomes are:

- ° An improved school climate which fosters the learning of children from low-income families.
- ° An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families.
- ° The continuation of education improvements (including products, processes and practices) made as a result of the project, after Federal funding ends.
- ° The adoption or adaptation of those educational improvements by other educational agencies and institutions.

Implementation of the four outcomes is the responsibility of each local project. The strategies that each project elects to utilize for implementing the four outcomes in its community may vary from project to project, however, there are some general elements that each project should consider as it plans its activities. Community based education therefore must be integrated into a project's implementation approach for each outcome.

Implementation of the design to improve the learning climate in the feeder schools is the primary responsibility of the school staff. Only a design which requires specific attention to the needs of children in the school community, the wishes and desires of the community, and the use of the human, social, cultural, and organizational resources found in the community reflects a Community Based Education attitude.

Implementation of a professional development system for the school, university and community persons involved in the project is the primary responsibility of the university and the schools. Only a system which requires that the professional needs of the persons in the school community relate to the needs of the children and the wishes and desires of that community is community-based. Within this framework, the program offerings can incorporate the resources of the human service agencies in the community. Participants in such a Community Based Education program can include school, university, and community persons working as a team with equal status and reward, not as individuals.

Implementation of the institutionalization outcome is the responsibility of the Policy Board as the key decision-maker about budget and personnel in the schools and the university. Institutionalizing Community Based Education requires the allocation of funds for community programs and participants. The inclusion of community persons in school and university decision-making bodies assures on-going impact on the institutions. The utilization of persons, programs and resources available in community agencies assures impact on the instructional programs at the school and the university.

Implementation of the adaptation and adoption of successful practices outcome is the responsibility of all three partners. The dissemination effort follows Community Based Education principles when a project assures itself that the parties interested in adaptation and adoption have accepted the CBE definitions and the two major strategies for its attainment -- Collaboration and Needs Assessment.

Conclusion

This paper presents definitions, strategies, and responsibilities, that together describe the current policy of Teacher Corps on Community Based Education. We encourage projects to use this statement as a basis for reflection and for building in Community Based Education as a fundamental attitude of every Teacher Corps project.

William L. Smith, Director
TEACHER CORPS
January 8, 1980

APPENDIX D

WHO HAS WHAT JOB TO DO AT A COMMUNITY ACTION MEETING

WHO HAS WHAT JOB TO DO AT A COMMUNITY ACTION MEETING?*

THE CHAIRMAN OR THE PRESIDENT ....

*is elected or appointed by a majority (more than half) of the members to serve as the leader of the group

*helps prepare each agenda, conducts meetings and keeps the group moving towards its goals

*leads orderly discussions by tackfully and politely enforcing the rules that offer every member a chance to speak for or against a motion

The chairman cannot participate in the discussion but serves as an impartial referee.

*explains each motion before it is voted upon

*may appoint committees to carry out specific assignments

*may vote to make or to break a tie

*must not allow personal feelings or outside pressure to influence his/her actions.

THE ASSISTANT OR VICE-CHAIRMAN.....

*conducts meetings and handles the group's business when the chairperson is absent

*must have the same leadership qualities and good relations with group members as the chairperson.

THE SECRETARY......

*takes the minutes of meetings and keeps a permanent record of what has taken place

*receives and handles all mail addressed to the group

*helps the chairperson stick to the agenda.

THE TREASURER.......

*is responsible for all of the group's financial business

*keeps accurate records of all money received and/or spent

*usually signs all checks or vouchers

*makes regular financial reports to the group.

*The above material is taken from On Target, Vol. 2, Number 1, January, 1979 (City-Wide School Community Relations Council, Detroit Newspaper)

THE PARLIAMENTARIAN....

*helps the chairman make decisons on correct use of the rules.

THE SERGEANT-AT-ARMS...

*helps the chairman and the parliamentarian keep the meeting in order and running smoothly.

THE COMMITTEE CHAIRPERSON....

*heads a small group that reports, makes recommendations and/or acts on a specific part of the program. Standing committees continue from year to year. Special committees are appointed or elected for specific assignments.

*may be appointed by other committee members or by the chairperson

*may serve as chairperson because of being appointed first to the committee

*meets regularly with the committee and reports its activities to the larger group.

ALL MEMBERS SHOULD.......

*ATTEND MEETINGS REGULARLY

*arrive on time for meetings or other activities of the group

*actively participate in meetings

*keep informed about the group's purpose, plans and progress

*always remember that every other member has a right to be heard no matter how unpopular his/her opinions may be

*debate the issues and stick to the facts. They should not get into personal arguments with other members of the group

*consider all information and arguments before voting

*accept and support a final decision of the majority of the group.

HOW IS A COMMITTEE REPORT PREPARED

Committee reports should be as short and as interesting as possible. If you have difficulty in preparing a report, use the following outline as a guide:

1. List the names of all members serving on your committee.
2. State the purpose of the committee. Why was it created?
3. What action has the committee taken to carry out its assignments?
4. Explain the problems and/or successes the committee has had.
5. Suggest specific action the committee recommends the group should take.

The group votes on accepting or rejecting (not accepting) a committee report. If the report is accepted, the group must carry out the suggested action. If the committee submits several recommendations the group must vote on each one.

WHAT CAN BE DONE TO IMPROVE A MEETING?

Good meetings are interesting meetings that everybody attends.

OFFICERS SHOULD:

1. Plan the meeting in advance.
2. Start and stop each meeting on time.
3. Keep the session moving. After both sides are given equal time to support or oppose an idea, ask for a motion.
4. Ask members of the group to make decisions instead of making them themselves.
5. Make sure that meetings are held in comfortable rooms that have enough light, windows and chairs.

MEMBERS SHOULD:

1. Know what rules they have to follow at a meeting.
2. Speak out on ideas or motions that they do not favor. Silence means consent. If you keep still during a meeting, keep still after the meeting, also
3. Discuss issues---not personalities.
4. Ask questions when what is happening is not understood, do not be intimidated.
5. Do not begin talking until the chairperson recognizes a member by name.

PARLIMENTARY PROCEDURES, BY-LAWS AND AGENDA

WHAT IS PARLIMENTARY PROCEDURE?

Each member of a club or organization should know how to stand up and say what he thinks at a meeting. Many groups have tried to guarantee all members the right to be heard by using "parliamentary procedure"-- a complicated method of conducting a meeting that is explained in a book entitled ROBERT'S RULES OF ORDER.

Parliamentary procedure involves many rules that are difficult to read, follow and understand. Neighborhood groups frequently dispense with strict interpretations of ROBERTS RULES OF ORDER in order to achieve the "spirit" of the group rather than drive prospective members away with cumbersome rules and regulations. However, there are simplified ways of adhering to organized procedures and methods of retaining discussions, motions and the like without a literal and strict use of ROBERT'S RULES OF ORDER.

WHAT ARE BY-LAWS?

The by-laws set forth in writing the goals of the group, how it is organized, and the rules that all members have agreed to follow when carrying out routine business. This might include:

1. The full name of the organization
2. The purpose of the organization
3. Requirements for membership
4. Information about any financial obligations (dues, etc.)
5. When regular meetings should be held
6. The number of members who must be present when a vote is taken (the number is called a "quorum")
7. What officers should head the group, how they are to be selected and their duties
8. How long members and/or officers can serve (length of term)
9. Information about regular committees
10. When and how the by-laws are to become effective and what must done to change them.

WHO PREPARES THE BY-LAWS?

Generally, a committee established by the chairperson draws up suggested by-laws and submits them in writing to all members for consideration. The by-laws are not effective until members formally approve them by a recorded vote.

WHY ARE BY-LAWS NEEDED?

The by-laws are the official rules of an organization. They cannot be suspended even by unanimous vote. An organization is usually required to submit a copy of its by-laws when applying for state, federal or other types of funding.

WHAT IS AN AGENDA?

An agenda is a list or an outline of things that the group must discuss at a meeting. It is a reminder of all business that has to be covered and it serves as a schedule that tells everybody attending a session when each item will be considered (up for consideration).

WHY IS AN AGENDA NEEDED?

An agenda serves as a guide that the chairperson can use to time the action and to make certain that important matters are not crowded out or overlooked at a session. It also gives members a chance to prepare for discussions in which they plan to participate.

Chairpersons should NOT use the agenda as a weapon or tool to push people around. Members should be permitted enough time to express their ideas and opinions before moving on to the next item of business.

WHO PREPARES THE AGENDA?

The chairperson is responsible for preparing the agenda. Assistance may be solicited from other officers or group leaders in its preparation.

WHEN IS AN AGENDA PREPARED?

The Chairperson and group leaders (sometimes called the Executive Board or Executive Committee) should meet at least a week before a regular meeting to decide what items should go on an agenda. Some by-laws set a regular meeting date for preparing an agenda or require that an agenda be sent to members a certain number of days before a meeting is scheduled.

HOW IS AN AGENDA PREPARED?

1. Check the minutes of the last meeting. Note any unfinished business.
2. Include committees or members who are to make reports. Make sure the people who are responsible for making the reports are aware of their responsibility and plan to be present.
3. The secretary should go over all correspondence that has been received since the last meeting. Important letters or notices should be summarized and reported at the next meeting.
4. The treasurer should prepare a financial report.
5. Check on all the new business which has come up since the last meeting and everything that is scheduled to come up before the next regular meeting will be held. Everything that the members must act on should be listed in the agenda and labelled as such.
6. Include time for new business from the floor or for general discussion at the end of the meeting.

Publications available for suggestions include:

"A Guide on How to Prepare By-Laws" and
"A Guide on How to Prepare an Agenda" and may be obtained by writing to:

New Jersey Community Training Institute
2465 South Broad Street
Trenton, New Jersey 08610

HOW DO IDEAS GET ACTION AT A MEETING?

WHAT IS A MOTION?

When a recommendation is made that the group take specific action, the suggestion offered is called a "motion". It requires the group to move together on a definite issue.

HOW IS A MOTION MADE?

1. RECOGNITION
   Get the Chairperson's permission to speak by saying "Mr. or Madame Chairperson"

2. MAKE THE MOTION
   Offer your recommendation to the rest of the members by saying, "I Move ...."

3. IT MUST BE SECONDED
   Another member must approve your suggestion before all of the members can consider it. To support your idea, another member should say, "I second the motion". Your motion cannot be discussed until it is seconded.

4. CLEARLY STATE THE MOTION
   The Chairperson puts the motion in words that everybody can understand and then states it loud enough for everyone to hear. "It has been moved that ....."

5. DISCUSSION
   The Chairperson invites members who are for and against the motion to discuss it. Start the discussion by asking the person who made the suggestion to support it. A Chairperson cannot offer his/her opinion on a motion unless he/she leaves the "chair" by having another officer temporarily take the chair. The discussion ends when the chairperson prepares the members for voting by restating the original motion.

6. VOTING
   Different ways of voting are explained in another session.

7. THE RESULT
   The Chairperson announces whether or not the motion has been approved by reporting the outcome of the vote.

CAN YOU BE SURE YOUR MOTION WILL GE THE ACTION YOU WANT?

If you want to make certain that your motion is worded correctly use the following checklist:

a. Is your motion clear?
b. Is it stated in words that everyone can understand?
c. Will your motion produce ONLY the action you want?
d. Is your motion as brief as possible?
e. Does it include ONLY ideas that are needed to get specific action?

Re-word or otherwise change your motion if you think any of the above questions can be answered NO and create misunderstanding by your fellow members.

HOW DO YOU VOTE?

The Chairperson reads a motion before calling for a vote.

VOTE BY WRITTEN BALLOT

This method is used when voting on important matters. A motion that cannot be debated must be made before this procedure can be followed. Two or more tellers are appointed by the chairperson to conduct the vote. They distribute, collect and count the ballots. A written tabulation of the vote should go to the secretary and the results are entered in the group's official record. A simple majority is needed to win a ballot vote unless the by-laws indicate otherwise.

VOTE BY VOICE

The Chairperson first asks members if they favor a motion. "All those in favor of the motion, say YES". And then asks the question, "All those against the motion, say NO".

Frequently, rather than by calling for a YES of NO, the Chairperson finds it easier to use the words, FOR or AGAINST; PRO or CON; AYE or NAY.

VOTE BY A SHOW OF HANDS OR STANDING UP

The Chairperson asks all members in favor of the motion to raise their hands or stand. He then asks all those against the motion to do the same.

Any member can question the results of these two voting methods by "Calling for a division of the house". The Chairperson then solves this problem by asking each member who favors the motion to please stand and be counted. The request is repeated for those opposing the motion.

ROLL CALL VOTE

The Chairperson has read the written motion or quoted it without correction and a member has "Called for the question". The Chairperson indicates that this will be a voice vote, or a show of hands or a standing vote. Any member may request that a roll-call vote be taken. This requires the secretary to call the roll and record the vote of each member responding. The secretary tallies, then reports to the Chairperson the decision of the group.

Because the Community Council ideally serves as the sounding board or as a forum for interested individuals and groups from both the school and the community to present ideas and suggestions for the development and maintainance and improvement of the Teacher Corps Project it is important to stress the need to remain public. All federal programs require that councils or other community groups' meetings MUST be open and public with record accessibility maintained. In order to attract and hold an interested audience, Council members might want to stress the openness of their activities.

The above material is taken from On Target, Vol. 2, Number 1, January, 1979 (City-Wide School Community Relations Council, Detroit Newspaper)

HELPFUL HINTS FOR THE CHAIRPERSON . . .

The chairperson has the responsibility to keep the meeting on task. This requires knowledge of parliamentary procedure and practical experience in conducting meetings. The following suggestions will help the Chairperson be an effective leader.

Before the Meeting:

a. Review the agenda

b. Be sure all needed materials are ready

c. Be sure there is a secretary to take notes

d. Consult with project director regarding any details which should be presented to the Council

During the Meeting:

a. Call the meeting to order at the announced time

b. Discuss agenda items and clarify any concerns regarding the items

c. Keep the group on the subject

d. Check to be sure everyone has had a chance to contribute to the disucssion

e. Refrain from debate with Council members

f. Be sure that the recording secretary has down in writing the exact wording of each motion and amendment

g. Conduct or ask someone to conduct a review of the meeting during the last ten minutes of the meeting

    Items to consider:

    1. Did we accomplish our goals for the meetings?

    2. Did we use our resources effectively--time, members' experience, money?

    3. Did we avoid pitfalls such as wasting time or trying to solve unsolvable problems?

After the Meeting:

a. Check with the secretary

   1. Clarify the minutes

   2. Make arrangements for distribution of minutes, and any follow-up correspondence needed

b. Start to build agenda items for next meeting

   1. List agenda items not discussed at previous meetings

   2. Identify tabled items

   3. Note "investigate and report back" items

   4. Note follow-up on actions taken

SUGGESTED OUTLINE FOR MINUTES OF MEETINGS

When developing or recording minutes, the following items should be considered for inclusion:

1. The kind of meeting: regular, special
2. The name of the assembled group
3. The date and time of the meeting and the place
4. The fact that the Chairperson and secretary were present or, in their absence, the names of the persons who substituted for them
5. Names of Council members present, and absent and guests
6. The fact that the minutes of the previous meeting were read and approved
7. A separate paragraph for summarizing the discussion of each new topic should include:
    a. All motions with correct wording, including how the motion was debated or amended, and the name of the mover
    b. All points of order and appeals and the rulings of the chair
    c. The resulting vote on each topic discussed
8. The last paragraph states the time of adjournment

The secretary ends the minutes with "Respectfully submitted" and signs his/her name.

APPENDIX E

THE ROLE AND FUNCTION OF TEACHER CORPS COMMUNITY COUNCILS*

*This material is reproduced from a book entitled Developing Effective Teacher Corps Councils by Tony Carrillo, Nancy Bonney, and Martha White.

Chapter 5 - WHAT

The Role and Functions of Teacher Corps Community Councils

What does a Teacher Corps Community Council actually do?

Council members are often quite enthusiastic about the opportunity of working with a Teacher Corps project to improve the education of children. However, Council members may not be certain of the most effective way of channeling their interest and enthusiasm.

This concern is not unusual, since the greatest obstacle to the development of any type of Community Council is usually the Council members' lack of understanding of their role and functions.

The new federal regulations for Teacher Corps clearly state that the Community Council, through its chairperson, shall serve in a collaborative, parity (equal) relationship with officials of the LEA and the IHE in the "planning, implementation, and evaluation" of the Teacher Corps project.

> *. . . the greatest obstacle to the development of any type of Community Council is usually the Council members' lack of understanding of their role and functions.*

But what do the terms *collaborative, parity, planning, implementation*, and *evaluation* mean in the practical terms of who does what? The clarification of what the Community Council *does*—and does *not* do—is probably the most crucial task facing a new Teacher Corps Community Council.

This chapter has the following purposes:

- ✓ To suggest some means by which to clearly define the role of the Community Council in the Teacher Corps project.
- ✓ To review some considerations and suggest some specific functions for the Community Council in the Teacher Corps project.
- ✓ To review some suggested major limitations of the Community Council in the Teacher Corps project.
- ✓ To review some important considerations in the development of function-oriented bylaws for the Teacher Corps Community Council.
- ✓ To suggest some ideas and strategies to ensure greater collaboration among the partners in the Teacher Corps project.

COMMUNITY COUNCIL
UNDERSTANDING

Suggested Role Definition of Teacher Corps Comm UNITY Councils

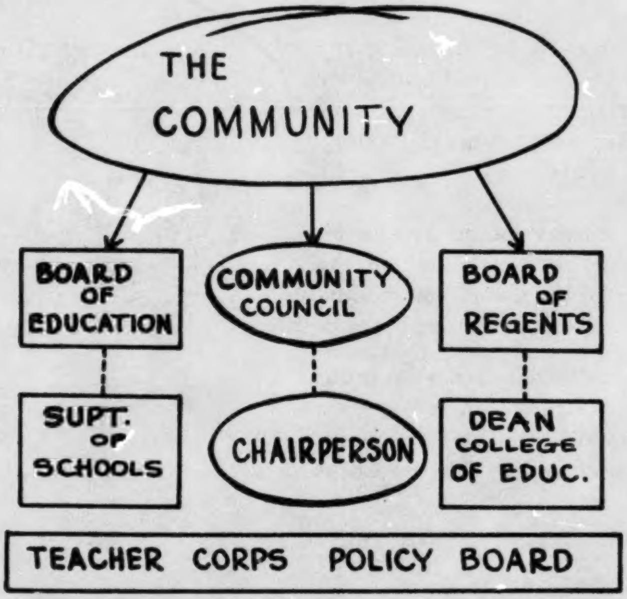
In determining the role and specific functions of a Teacher Corps Community Council, it may be wise to briefly consider again the why of a Council, as well as its relationship to the other groups involved in the Teacher Corps project.

As discussed more fully in chapter two, one way to look at the *why* of Councils is to consider the Council as a vehicle by which the various audiences affected by the Teacher Corps project can be involved in the planning, implementation, and evaluation of the Teacher Corps project.

Teacher Corps has long recognized that decisions which are made close to the sites where the decisions will be implemented, and which involve as many affected audiences as possible, will usually be wiser decisions and will be supported by the various affected audiences.

The 1977 Teacher Corps regulations mandate that the role of the Community Council is to be involved in the planning, implementation, and evaluation of the Teacher Corps project. The chairperson of the Community Council represents the Council and serves on the Teacher Corps project policy board in a collaborative, parity (equal) relationship with officials of the two major grantees–the local school district (LEA) and an institution of higher education (IHE).

But since there are three partners involved, how do the Council's role and specific functions relate to the two other partners?



> *. . . the role of the Community Council is to be involved in the planning, implementation, and evaluation of the Teacher Corps project . . . .*

Each of the three partners brings to the project some unique resources, talents, and expertise. While the college may have greater experience and information about the broad area of teacher training, the school district may have more information regarding the specific training needs of the local teachers. Community members, however, may have greater knowledge of the educational concerns of the entire community, as well as knowledge of the human and financial resources that are available in the community.

Because of the broad goals of a Teacher Corps project, it can be expected that each partner will exercise leadership in its area of expertise. For example, the college may logically play a leadership role in charting the direction of a master's degree program for affected staff members, the school district may play a leadership role in the development of inservice education, while the Community Council may play a leadership role in the development of community-based education.

Because one of the partners takes a leadership role in a given task does not mean that the other two partners are not equal. It is good use of specialized interests, expertise, and human and financial resources.

In considering the roles of all three key partners in the Teacher Corps project, it is important to understand that, while the three partners and their representatives on the Teacher Corps project policy board have rather broad responsibilities in several significant areas, they also have some significant restraints.

Within the school district system, the only legally constituted school group which is held ultimately responsible for the operation of school district programs is the board of education. Within the college system, the only legally constituted group which is held ultimately responsible for the operation of college programs is the college governing board (in this manual referred to as the board of regents).

Although the Teacher Corps Community Council and policy board have broad responsibilities, neither can take actions or approve activities which are in conflict with established board of education or board of regents policies, federal program guidelines, local or state education codes or administrative codes.

The task of the Community Council is to chart its direction and determine its functions, in light of its broad responsibilities and significant restraints. It is like a youngster trying to understand the size of the sandbox and determining how much sand is in the sandbox. A careful analysis of the specific functions of Community Councils will reveal that the sandbox is very large and that there is plenty of sand.

Suggestions on the Specific Functions of Teacher Corps CommUNITY Councils

While the specific functions of Teacher Corps Community Councils may vary from Council to Council, the following five general functions appear to be held in common by most Councils:

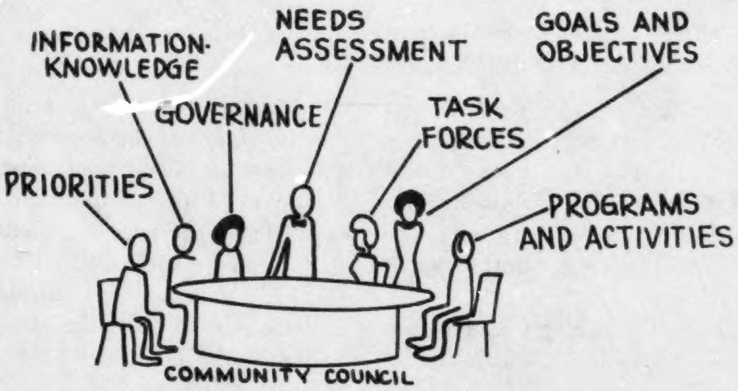
- ✓ Project planning and program development responsibilities
- ✓ Project communication responsibilities
- ✓ Project resource development responsibilities
- ✓ Project evaluation and reporting responsibilities
- ✓ Project budgetary responsibilities

To carry out any of these general functions effectively, a Council may need to accomplish a number of specific functions or tasks. The purpose of this section is to suggest some ideas which Council members may consider in determining both the general and specific functions of their Council.

It would be easier to carry out these functions if they could be arranged in a Council list of things to do today. However, the Council functions are rarely accomplished sequentially. In addition, they rarely fit into neat little compartments, but tend to overlap considerably.

Therefore the following listing should not be interpreted as being sequential, but should be adapted according to the unique needs of the Council and the project at any given time. It is expected that these five general functions will be carried out by the Council throughout the five years of the Teacher Corps project.

Although the Teacher Corps Community Council and policy board have broad responsibilities, neither can take actions or approve activities which are in conflict with established board of education or board of regents policies, federal program guidelines, local or state education codes or administrative codes.



■ Project planning and program development responsibilities

One of the most important tasks of a Teacher Corps Community Council is to share with the two other key partners, the LEA and the IHE, in the process and decision-making concerning the long-range (five years) and short-term (annual) planning and program development of the Teacher Corps project.

In order for the Community Council to participate in this important task as a knowledgeable, responsible, and organized group, the Council may need to consider and accept the specific functions discussed below.

1. Develop governance structures

As with any new group charged with key responsibilities, the Community Council will need to organize itself and determine its own governance (operational) structure and procedures before it can become involved in extensive planning and program development. One common method of formally establishing governance structures is by developing and adopting a set of Council bylaws.

Most Council bylaws have the following major sections:

- ✓ A description of the service area of the Council
- ✓ A description of the Council membership, including procedures for membership selection, removal, replacement, and determination of terms of members
- ✓ A description of the role and functions of the Council, including its relationship to the policy board
- ✓ A description of the key Council limitations
- ✓ A description of the Council officers, their selection, terms of office, and responsibilities
- ✓ A provision for the establishment of necessary committees or task forces
- ✓ A description of procedures for the calling and conduct of Council meetings, and
- ✓ An outline of procedures for the amendment of bylaws.

A suggested, sample set of Teacher Community Council bylaws is found in the appendix.

2. Become more knowledgeable

In order to be an effective partner in the project planning and program development process, the Community Council members will need to become knowledgeable about various areas which affect the project. Therefore, some specific functions of the Council might be to establish procedures through which the members can gain pertinent information.

Council members may need information in the following areas:

- ✓ *Teacher Corps*—Council members will need to become knowledgeable of the general purpose and goals of Teacher Corps. They will also need to become familiar with the project proposal, which describes the goals of the project, the role groups involved in the project, the project's governance and communication structures, and the personnel involved in the project. Council members will also need to have a general understanding of the state and federal guidelines affecting the project.
- ✓ *LEA, IHE policies*—In order to work effectively with the two other partners, the Council members will need to become knowledgeable about the LEA and IHE policies and regulations which may affect the project.
- ✓ *Other specially funded programs*—Council members will need to become aware of the goals and activities of other specially funded programs operating within the project schools. This information may provide the Council with an opportunity to see the possible relationship of these programs to the Teacher Corps project, provide an opportunity for coordinating goals and activities, and possibly prevent duplication of efforts.
- ✓ *Existing educational programs*—Council members will need to become knowledgeable about existing educational and training programs operating in the project schools. The information will be very important to the Council in helping plan effective programs without duplicating existing efforts. In order for the Council to plan what *ought* to be, the Council will need to know what *is*.

3. Conduct needs assessment

In order to plan effectively, the Community Council will need to work with the LEA and IHE to determine the needs of the affected audiences. Therefore, one of the specific functions of the Council is to work with the two partners in the development, implementation, and analysis of periodic needs assessments of the various groups affected by the project. The Council can provide particularly valuable input by assessing the needs of community members. The Council may need to establish specific task forces to assist it in its fact-finding mission.

4. Determine project priorities

In order to do effective planning and bring the needs into perspective with the realities of financial limitations, the Community Council will need to work with the two other partners in determining the priorities of the Teacher Corps project. The three groups will need to examine the feasibility and constraints of each high priority alternative.

5. Set project goals and objectives

The Community Council will need to work with the two other partners in translating the needs/priorities into general goals and specific objectives for the Teacher Corps project.

6. Develop and implement programs and activities

The Community Council will need to work with the two other partners in the development and implementation of specific programs and activities to meet the goals and objectives of the Teacher Corps project.

In order to be an effective partner in the project planning and program development process, the Community Council members will need to become knowledgeable about various areas . . . .

■ Project communication responsibilities

Communication between all affected groups in a project is often the key to the project's success. The establishment of both formal and informal communication channels is therefore an important function of the Community Council. When well defined, designed, and carried out, good communication will assist the Council in its fact-finding and planning functions.

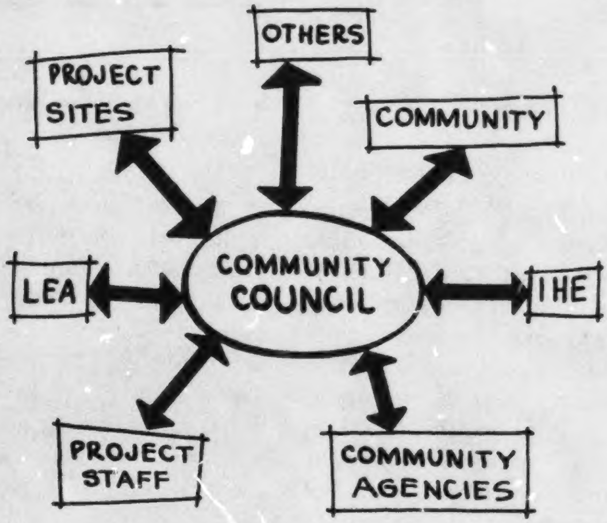
As in all other Council functions, Council members cannot simply rely on Teacher Corps project staff to assume full responsibility for the communication function since staff members may not know or have access to the key communications channels in the school/community. But when there is an army of thirty trained, dedicated, and knowledgeable Council members who can communicate with thirty, who talk with thirty more, who communicate with . . . , then the communication function may be carried out.

In order for the Community Council to undertake the function of communication, it may need to consider and accept the specific functions discussed below.

1. Establish communication between project and community

In order to develop more effective communication between the project and community members, the Council may need to play a leadership role in undertaking the following specific functions:

✓ *Establish communication vehicles*—The Council will need to develop and maintain two-way vehicles of communication between the Teacher Corps project and the area served by the project schools. The Council will need to explore and experiment with the best vehicles of communication in the area, i.e., newsletters, personal contacts, church bulletins, local newspapers, radio and television, mailings, brochures, and other existing school and community organizations.



✓ *Develop Community involvement programs*—The Council will need to develop programs and activities which will promote greater community involvement within the Teacher Corps project. The Council, as a representative group of the school/community, is in a better position than any other group to know the types of programs and activities which will begin to involve the uninvolved.

✓ *Develop council as community sounding board*—The Council will need to assume that it serves as a sounding board, a forum, for interested individuals and groups from the school and community to present ideas and suggestions for the development, maintenance, and improvement of the Teacher Corps project. As in all federal programs, Council meetings must be open and public, and interested individuals and groups should be encouraged to attend Council meetings.

2. Establish communication between Council and LEA/IHE

In order to have an effective partnership, the Council will need to develop and maintain two-way vehicles of communication between the Council and the two other key partners, the LEA and the IHE.

3. Establish communication between Council and community agencies

In order to continuously utilize all possible existing agency resources to achieve the goals of the Teacher Corps project, the Council will need to establish and maintain two-way vehicles of communication between the Council and appropriate community agencies.

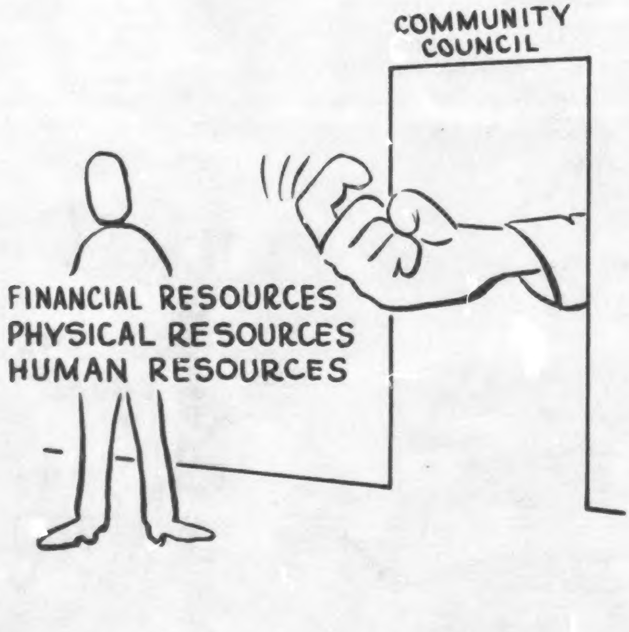
As the Council becomes more knowledgeable of the human and financial resources of community agencies, and as these agencies become more aware of the vehicle of Teacher Corps as a means by which to accomplish their goals, both are in a position to suggest strategies by which to maximize, extend and better coordinate the human and financial resources of the community.

The Council, as a representative group of the school/community, is in a better position than any other group to know the types of programs and activities which will begin to involve the uninvolved.

■ Project resource development responsibilities

The accomplishment of the project's goals and objectives will be enhanced by the identification, involvement, and activation of the human, financial, and physical resources of the school/community. An informed and knowledgeable Community Council can greatly facilitate the identification and activation of these resources.

In order to accomplish the function of developing resources, the Council may need to consider and assume the specific functions discussed below.



1. Identify resources

The Council will need to work with Teacher Corps project staff members and the LEA and the IHE in the identification and activation of the human, physical, and financial resources of the school/community which can be utilized in meeting the goals and objectives of the Teacher Corps project.

2. Develop resource directory

The Council may need to assist the Teacher Corps project staff in the development of a resource bank or directory of individual community and community agency resources which can be utilized in the development and implementation of community-based education within the Teacher Corps project.

3. Identify community leadership

The Council will need to assist the Teacher Corps project staff in the identification of the formal and informal leadership in the service community. The Council will need to explore ways by which to involve these leaders. By the continual introduction of new members into the existing leadership core, there is a flow of new thinking in the functions and activities of the Council.

4. *Develop Council human resources and leadership*

The Council will need to develop and implement specialized, ongoing training programs for Council members and other interested school and community members. The Council has the responsibility of providing opportunities for Council members to understand their role and functions, and to develop needed skills and techniques which will make them more effective and contributing members of the Teacher Corps project team. The Council may also need to work with the Teacher Corps project staff in developing training programs which can assist in linking other community agencies to the project.

5. *Assist in project staff selection process*

The Council will need to work with the LEA and the IHE in the recruitment, interview, and recommendation process of Teacher Corps project staff members, Teacher Corps interns, and volunteers, whether salaried or volunteer. The fresh and creative perspective that a cross section group of people can bring to the staff and intern recruitment/interview/recommendation process is invaluable. However, all concerned must be aware that only the legal entities involved can actually hire or dismiss personnel or formally admit students into graduate training programs.

6. *Develop and implement school/community volunteer program*

The Council will need to work with the LEA and the IHE to develop and implement a school/community volunteer recruitment and training program within the Teacher Corps project.

■ Project evaluation and reporting responsibilities

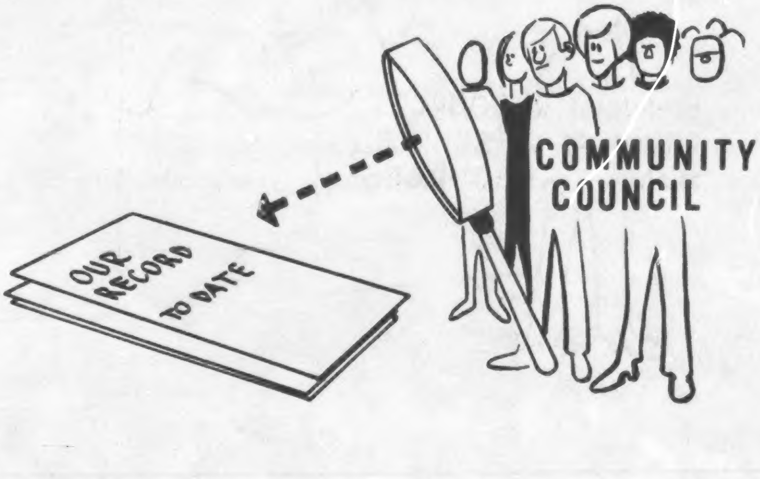
Another major Community Council function is that of its involvement and participation in the periodic evaluation of the overall Teacher Corps project and in reporting the evaluation findings to the various affected audiences.

The evaluation and reporting function is very necessary in seeking the continual improvement of the program. (As will be discussed more fully in the next section of this chapter, it is important to note that the Council's involvement in the evaluation of the Teacher Corps project does not extend to the area of the professional evaluation of school district and college personnel.)

In order for the Community Council to perform its evaluation and reporting functions as required by the federal regulations, the Council may need to consider and assume the specific functions discussed below.

1. *Develop procedures for periodic project evaluation*

The Council will need to work with the LEA and the IHE in the development and implementation of procedures for periodically evaluating the effectiveness of the overall Teacher Corps project and the effectiveness of specific project programs.



> *. . . it is important to note that the Council's involvement in the evaluation of the Teacher Corps project does not extend to the area of the professional evaluation of school district and college personnel.*

2. Develop procedures for reporting evaluation findings

The Council will need to work with the LEA and the IHE in the development and implementation of procedures for systematic reporting on the progress and level of effectiveness of the Teacher Corps project to appropriate audiences.

These audiences include the community residents served by the project schools, the governing boards of the school district and institution of higher education, community agencies, community organizations, and Teacher Corps officials.

3. Develop procedures for the evaluation of the Council

The Council will need to develop and implement procedures for the systematic review of the Council's own effectiveness. This task may be facilitated by having an outside group or consultant periodically assess and report to the Council on its own level of progress and effectiveness.

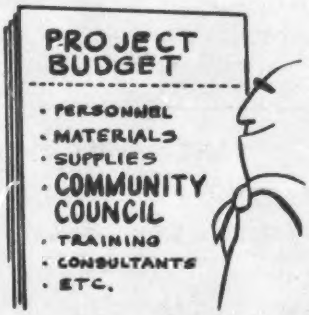
■ Project budgetary responsibility

As a federally funded program, budgetary concerns are a major factor in a project's success. Thus another major function of a Council is its involvement in the budgetary aspects of the Teacher Corps project.

Although the LEA and the IHE are the local educational agencies which received the Teacher Corps grant and are held legally responsible for the disbursement of funds, the federal regulations also specify that the Community Council must be involved in the decision-making process affecting the Teacher Corps project.

The federal regulations also authorize the creation of a budget line item to provide for the secretarial/administrative support of the Council and Council training. In addition, the Council *must* be involved with the two other partners in the development of the annual application for the continuation of the Teacher Corps project.

In order for the Council to carry out this important function, the Community Council may need to consider and assume the specific functions discussed below.



1. Become aware of funding policies

The Council members will need to become knowledgeable about the funding policies and restrictions of the LEA and the IHE which may affect the Teacher Corps project. Council members will be more effective if the Council is aware of the funding limitations of the other two partners.

2. Become aware of federal funding regulations

The Council will need to become knowledgeable of the federal regulations concerning the fiscal aspects of the Teacher Corps project.

3. Develop Teacher Corps project proposals

The Council will need to work with the LEA and the IHE in the development of proposals for the maintenance or expansion of the Teacher Corps project. This partnership in the development of proposals also includes the development of the project's annual budget.

4. Develop specific recommendations for Council line item

The Council will need to develop specific recommendations for the use of the project budget line item which is authorized for the secretarial/administrative support of the Council and Council training.

RULES AND REGULATIONS
LEA
IHE
COMMUNITY COUNCIL

Awareness of suggested major limitations of CommUNITY Councils

The five major functions—planning and program development, communication, resource development, evaluation and reporting, and budgetary responsibilities—provide the Community Council with great potential to affect the Teacher Corps project and to improve the education of children.

The Council, however, is only one of three partners operating within an established structure of existing institutions. It is important that the Council members recognize that the established structure not only imposes certain restrictions on the personnel of the LEA and the IHE, but also places certain major limitations on the Council's functions.

Therefore no discussion of the Council's role and functions is complete without a brief review of its key limitations. It needs to understand what it *cannot* do as well as what it *can* do.

Since a better understanding of what a Council does *not* do may clarify and prevent some serious conflict with other role groups, it is strongly suggested that Councils consider including these major limitations in the Council bylaws. While these limitations will vary among individual projects according to state and local regulations, the following are some general areas which should be considered.

✓ The Community Council members need to clearly understand that all Council actions must be consistent with the policies of the two legally responsible entities—the board of education and the board of regents. Council actions must also be consistent with Teacher Corps federal guidelines, as well as with state and local regulations.

✓ The Community Council members need to clearly understand that they have a legitimate role to play as partners in planning for educational improvements as they work to plan what ought to be. But, in most areas of the country, Council members are not generally involved in the professional tasks of carrying out what has been planned on an hour-to-hour, day-to-day basis.

This is the role of the school district and college personnel. The Community Council, or its individual members, generally cannot prescribe or dictate a professional staff member's teaching methods or infringe upon a professional staff member's responsibilities in making professional decisions.

✓ The Community Council is required by Teacher Corps regulations to perform the legitimate function of being a partner in the evaluation of the Teacher Corps project. But this evaluation function is limited to an evaluation of the project's goals and objectives, and does not extend to the professional evaluation of individual school district and college personnel.

In most areas of the country, the task of conducting the professional evaluation of individual school district staff members is reserved for the school building administrator. Likewise, most institutions of higher education have professional committees to review and pass judgment on their personnel.

> *The Council needs to understand what it* cannot *do as well as what it* can *do . . . . Since a better understanding of what a Council does* not *do may clarify and prevent some serious conflict with other role groups, it is strongly suggested that Councils consider including these major limitations in the Council bylaws.*

- ✓ As one of the three partners involved in the development of the project, the Community Council has, as a legitimate function, the right to be involved in the process of recruiting, interviewing, and recommending the selection of prospective Teacher Corps project staff members and Teacher Corps interns.

  It should be recognized, however, that only the two legal entities—the board of education and the board of regents—have the ultimate legal authority to hire and dismiss personnel or to formally admit students into graduate training programs.

- ✓ The Community Council is a legally constituted group designed to represent the community in the collaborative partnership of the project. All actions taken by the Council must represent the majority opinion of the Council.

  While individual Council members have a right to express individual opinions, these opinions should not be misconstrued as the decisions of the Council. Nothing can be more destructive of Council credibility than for individual members to take actions or make statements which have not been determined by the Council.

Some Considerations in the Development of CommUNITY Council Bylaws

Whenever a new Teacher Corps Community Council is formed, it is extremely important that the Council develop a set of Council bylaws. A formal set of Council bylaws can greatly assist the Council in avoiding conflict and in providing a workable mechanism by which the Council can conduct its business.

But in considering the desirability of a formal set of bylaws, some Councils go from one extreme to the other—they either dwell on the development of bylaws for months, draining the energies of their members, or they simply remove the label *sample* from a suggested sample set of bylaws and insert the name of their own Council.

Neither extreme is prudent, but the latter is even more dangerous. By simply shopping around and accepting a set of bylaws—especially a set which places little or no emphasis on the specific functions of the Council—the Council has bypassed the valuable opportunity of going through a process of defining its role and functions in terms which have meaning and significance to the Council members.

BY LAWS
A B C
X

USE ONLY WHAT YOU NEED

■ Suggested structure of Council bylaws

In developing bylaws relating to their operation and structure, Teacher Corps Community Councils may wish to give particular attention to the following areas:

Council purpose

The purpose of the Community Council should be carefully stated, including its relationship to the two other partners—the school district and the institution of higher education.

Council role and functions

The major emphasis of the Council bylaws should be on defining the role and specific functions of the Council in terms which have meaning and significance to Council members.

Council limitations

The most obvious Council limitations should be clearly stated in Council bylaws to avoid possible misunderstanding and potential conflict.

Council membership

The bylaws should describe the Council membership, including procedures for membership selection, removal, replacement, and determination of terms of members.

Council officers

The bylaws should describe the Council officers, their selection, terms of office, and responsibilities.

Council meetings

The bylaws should describe the procedures for the calling and the conduct of Council meetings. It is recommended that Councils conduct meetings on a regularly scheduled basis to allow for continual communication between the project and the community, and to facilitate the attendance of members.

Provision should be made for a certain number of days of notification before meetings, and provision should be made that a quorum must be present for the conduct of meetings. It is also recommended that the bylaws contain a clear statement that Council meetings are open and public.

Council bylaws amendments

The bylaws should provide a framework for amending the Council bylaws.

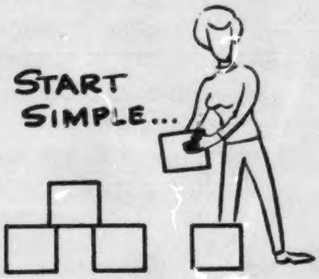
■ Other important considerations in developing Council bylaws

While using the above six major areas as guidelines for the development of bylaws, Council members should make certain that their Council bylaws are designed to meet the unique needs of the Council.

The Council members may wish to note the following considerations in developing Council bylaws:

✓ The Council may wish to begin with as minimal a structure as deemed necessary, always being free to expand upon the structure if the need arises. Invariably, when Councils begin their operations with a great deal of structure and lengthy bylaws, they often find themselves conducting their meetings in such a formal structure that they tend to forget their original purpose.

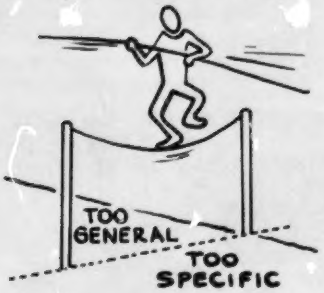
Sometimes Council members are intimidated by a lengthy set of bylaws, a highly structured organization, and the very formal conduct of meetings. Rather than being embarrassed, some Council members may begin to avoid meetings.


START SIMPLE...

✓ In the design of bylaws, Council members might keep in mind that the major purpose of bylaws should be to clearly state the purpose, role and functions of the Council. Obviously some structure is needed, but the majority of the pages should be devoted to the functions of the Council. Council bylaws should be able to answer the question, Now that we are here, what do we do?

WHAT DO WE DO NOW?

✓ In the development of bylaws, the Council members need to walk a middle-ground between being too general and being too specific. Perhaps two examples are in order:



- In determining the time, date, and place of Council meetings, it might be better to state, *The Council will meet on the second Tuesday of each month at a time and place determined by the Council,* rather than *The Council will meet every Tuesday of the month at 7:00 p.m. at the Teacher Corps School.* It may be that the first time the members try to meet at 7:00 p.m. they discover that it is not a convenient time, thus requiring a change in the formal bylaws. The language of the bylaws should provide a structure, but should also allow the Council to conduct its business in a logical, orderly manner.

- In determining the task forces or special committees which the Council may need to establish, it might be better to simply state, *The Council shall establish all necessary task forces or special committees to accomplish its tasks,* rather than *The Council will establish the following task forces: Community Relations, Fact-Finding, Evaluation . . . .* There is no way that the Council can predetermine all of the possible task forces that it may need, and it should have the necessary freedom to act quickly without another change in the bylaws.

✓ Council members should remember that the language used in the bylaws should be such that the bylaws have meaning and significance to all Council members. If Council members need to have the legal background of a lawyer or be experts on *Robert's Rules of Order,* they may stay away from Council meetings or forget their original purpose.

It is important that all Council members participate in some form of group exercise which can assist them in designing their own set of bylaws. Such an exercise can assist Council members in defining and understanding their functions.

A suggested group exercise is included in the appendix (Group Exercise #1). Additionally, a sample set of bylaws can be found in the appendix.

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RULES
MORE RULES

Considerations and Suggested Strategies to Ensure More Effective Collaboration Among the Partners in the Teacher Corps Project

As a Teacher Corps Community Council goes through a process of developing a comprehensive list of the potential functions which appear to be logically within its sandbox, the Council members must begin to consider how these functions may be carried out in a collaborative, partnership model.

The Teacher Corps project is seeking an effective partnership among the three partners—the Community Council, the school district, and the college—and their various subgroups. In making this partnership a reality, it is important for all of the partners to recognize some of the key elements of effective collaboration. They are:

✓ The sharing of power and responsibility;

✓ The logic of certain role groups assuming leadership responsibility for certain partnership functions; and

✓ The reality of the level of responsibility of role groups in certain functions of the partnership.

■ Why share power and responsibility?

The underlying premise of sharing power and responsibility is that all groups concerned will be stronger and more effective if power and responsibility are shared. The idea of strength through sharing encompasses a number of concepts. These concepts include:

The modern concept of synergism or synergistic energy

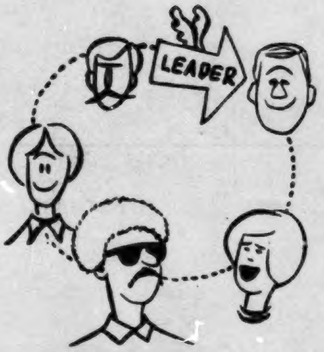
Synergism may be defined as the whole being greater than the sum of its parts, or the total energy which two or more groups working collaboratively together can achieve, compared with what each group would be capable of generating when working alone.

Thus, when the various groups affected by the Teacher Corps project are brought together and all share in a collaborative fashion in the decisions, the Teacher Corps project as a whole will be stronger and more effective.

The concept of risk-taking and trust-building

The concept of risk-taking and trust-building means that, as different role groups risk some of their freedom or autonomy for the common good and begin to have experiences working with each other, they also develop the potential of achieving greater trust, faith, and commitment.

By working together, the groups discover that they all have one common priority—the development of the child. And they all discover that, through collaboration in the Teacher Corps project and through the vehicle of the Community Council, they now have a forum to help make decisions which affect their own destiny and the children about whom they all have common concern.



■ Which partner(s) takes the lead in certain functions?

It is logical that a given role group will assume a leadership responsibility in carrying out a given function of the partnership. This approach merely makes better use of specialized interests or unique human and financial resources and does not lessen the effectiveness of the collaboration or partnership.

It is very logical to assume that the college will take the leadership role in the development of the master's degree training programs of interested school staff members and Teacher Corps interns. It is also logical to assume that the Community Council will play the leadership role in the development of community-based education. It is equally logical to assume that the school district will play the leadership role in the development of the school personnel retraining program.

When one of the role groups within the partnership assumes a leadership responsibility for a given task or function, it does not mean that the other partners are to be ignored in the decision-making process concerning that given function. It simply means that the role group has specialized interests or expertise and resources which make it the logical group to take a leadership role in that given function.

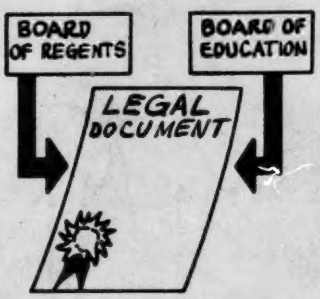
- **Which partner(s) have what level of responsibility?**

In order to have effective collaboration, all parties concerned must recognize that each partner has a different level or degree of responsibility in certain functions of the partnership. It is important to recognize that one role group may have *legal responsibility* for certain functions of the partnership, while another role group has *operational responsibility* for certain functions of the partnership.

Legal responsibility can be defined as the level of responsibility of those individuals or role groups who are mandated by federal or state law to fulfill certain functions. Another practical way to define legal responsibility is by determining who will be held financially liable if certain functions are not satisfactorily completed.

Those holding this type of responsibility are usually boards of education and boards of regents and in certain specific functions, school district superintendents, school building principals, and administrative officials of the college.

Legal responsibility cannot be fully shared. For example, the legal responsibility for the safeguard and accounting of the Teacher Corps project funds is vested in the grantees—the board of education and the board of regents. The board of education may share with the Council the decision-making process on how best to allocate project funds, but the board of education cannot legally share or give away the ultimate responsibility for this function.



AIDE
TEACHER

Operational responsibility is a concept which can be defined as the level of responsibility of those individuals or role groups who are required or need to carry out certain functions of the project on a day-to-day basis. Another practical way to define operational responsibility is by determining who will be dismissed or relieved of their assignments if certain functions are not satisfactorily completed.

Those holding this type of responsibility are usually classroom personnel (teachers and aides), school district and college administrators, project directors and, in certain specific functions, Community Council members.

Sometimes operational responsibility is shared. For example, all three major role groups, including the Community Council, share equally in the decision-making process of what ought to be in the Teacher Corps project. But the plan is generally implemented or made operational on a day-to-day basis by school district and college personnel.

When all concerned in the Teacher Corps project understand the implications of legal and operational responsibilities, they can participate more fully in the collaborative process and shared decision-making.

The concept of shared decision-making implies that role groups who have legal or operational responsibility for a given task—and may not be able to share fully the ultimate responsibility for the task—are willing to share the decision-making process with role groups that may not have legal or operational responsibility.

This concept is built on the proven practice that decisions which are made close to the sites where the decisions will be implemented, and which involve as many affected groups as possible, will usually be wiser decisions and will be supported by the greatest number of groups affected.

It is important that all Council members participate in some form of group exercise which can assist them in understanding the potential and realities of effective collaboration. A suggested group exercise is found in the appendix (Group Exercise #2).

■ The challenge—to make the dream a reality

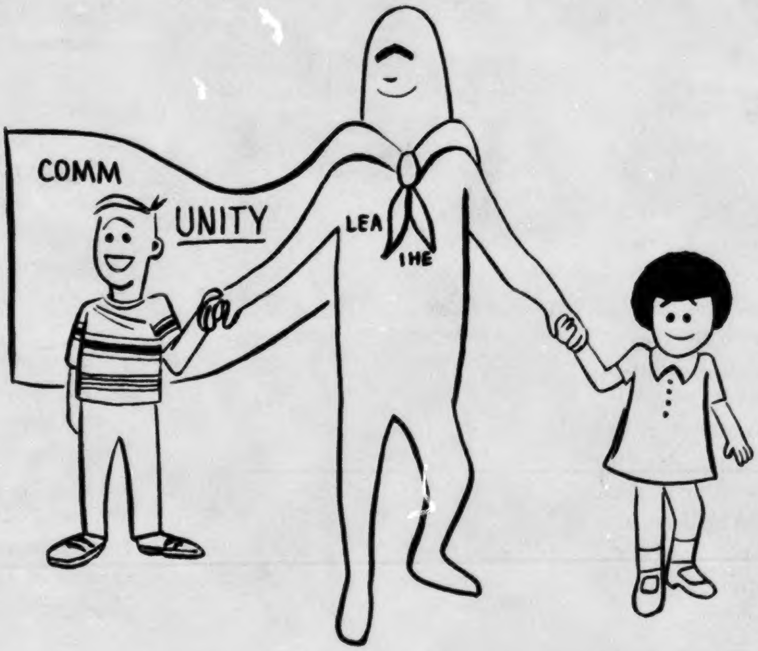
The challenge facing Teacher Corps Community Council is awesome, yet exciting. The challenge is awesome because it requires that Council members assume their role with the greatest sense of responsibility, because the sharing of power goes hand in hand with the sharing of responsibility.

In order for Council members to assume a responsibility role in the Teacher Corps team, they need to become very knowledgeable of their role and functions, and very aware of their relationship to the two other key partners in the Teacher Corps project.

The challenge is exciting because it provides the community, through the Community Council, an opportunity to become a full partner in seeking the improvement in the education of children. No more serious or exciting challenge can be presented Community Council members than the opportunity to share in the planning, implementation, and evaluation of a Teacher Corps project.

The mission of Teacher Corps and the challenge facing Council members has perhaps been best echoed by Senator Edward Kennedy at the 1976 National Teacher Corps Conference:

> *For every child, whatever his race, whatever his economic status, we must make our schools into a broad intersection of options, a place of exploration, experimentation and enrichment.*



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*This information is from Developing Effective Teacher Corps Councils By Tony Carrillo, Nancy Bonney, and Martha White.

APPENDIX F

SAMPLE SET OF BYLAWS

Sample Set of Bylaws

The Carrillo Teacher Corps Community Council

General Statement Concerning Teacher Corps Community Council

The Teacher Corps Community Councils provide a vehicle by which an elected community group (and other representatives from the school and community selected by the elected group) can be involved with the school district (LEA) and the institution of higher education (IHE) in the development, implementation, and evaluation of a Teacher Corps project.

The vehicle of the Community Council is a recognition that decisions made close to where these decisions will be implemented, and which involve as many affected audiences as possible, will be wiser decisions and be supported by the various affected audiences.

Teacher Corps projects beginning in 1978 may be funded for a five-year period to plan, operate, and institutionalize a program which seeks to achieve the following major goals:

- ✓ To strengthen the educational opportunities available to children in areas having a concentration of low-income families;
- ✓ To encourage colleges and universities to broaden their programs of teacher preparation; and,
- ✓ To encourage colleges and universities and local school districts to improve programs of training and retraining for school personnel.

The new Teacher Corps legislation requires that an elected Community Council be established at each project site. The chairperson of the Community Council represents the Council on the Teacher Corps policy board. The chairperson serves on the policy board in a collaborative, parity (equal) relationship with the dean of the college of education and the superintendent of the school district in setting policy for the planning, implementation, and evaluation of the project.

While the personnel and representatives of the three partners in the Teacher Corps project have rather broad responsibilities in several significant areas, they also have some restraints. Within the school district, the only legally constituted group which is held ultimately responsible for the operation of school district programs is the board of education of the Carrillo Unified School District. Within the college system, the only legally constituted group which is held ultimately responsible for the operation of college programs is the board of regents of the California University and Colleges System. Personnel or respresentatives of the three partners cannot take actions or approve activities which violate existing board of education or board of regents policies, federal program guidelines, local or state education codes, or administrative codes.

Sample Set of Bylaws continued

Article I–Name

The name of the Council shall be the Carrillo Teacher Corps Community Council.

Article II–Community Served

The area encompassed by the Carrillo Teacher Corps Council is the attendance area of the Carrillo Middle School.

Article III–General Purpose

The general purpose of the Carrillo Teacher Corps Council is to serve in a collaborative, parity (equal) relationship with the Carrillo Unified School District and San Jose State University in the planning, implementation, and evaluation of Teacher Corps project programs which will serve to improve the quality of education of students served by the project schools, and to improve the quality of human living of all affected audiences.

Article IV–Community Council Responsibilities

In achieving the broad purpose stated above, the Carrillo Teacher Corps Community Council shall have the following responsibilities:

- **Project planning and program development responsibilities**

✓ The Council shall develop its own governance procedures including:

  - Development and adoption of Council bylaws which describe Council membership, including procedures for membership selection, replacement, and determination of terms of members; a description of the role and functions of the Council, including its relationship to the policy board; a description of the Council officers, their selection, terms of office, and responsibilities; a description of procedures for the calling and conduct of Council meetings; an outline of procedures for the amendment of the bylaws; and a description of the key limitations of the Council.
  - Maintenance of appropriate records.
  - Authorization of necessary committees or task forces.

✓ The Council shall become knowledgeable of the purposes of Teacher Corps and of state and federal guidelines which affect the Carrillo Teacher Corps project.

✓ The Council shall become knowledgeable of the LEA and the IHE policies and regulations which affect the Carrillo Teacher Corps Project.

✓ The Council shall become knowledgeable of federal, state, and school district policies and guidelines which affect any other existing specially funded programs within the Project schools.

✓ The Council shall become knowledgeable of all existing programs operating within the Project schools.

✓ The Council will work with the LEA and the IHE in the development, implementation, and analysis of periodic needs assessment of students, school personnel, and community residents of the Project schools.

✓ The Council shall establish specific task forces to assist in its fact finding/planning functions.

✓ The Council will work with the LEA and the IHE in the development of Teacher Corps Project priorities.

Sample Set of Bylaws continued

✓ The Council will work with the LEA and the IHE in the development of the goals and objectives of the Teacher Corps Project.

✓ The Council will work with the LEA and the IHE in the development of specific programs and activities to meet the identified needs of students, school personnel, and community residents within the Project schools.

■ **Project communications responsibilities**

✓ The Council shall develop two-way communication vehicles between the Council and appro- the communities served.

✓ The Council shall develop two-way communication vehicles between the Council and the LEA and the IHE.

✓ The Council shall develop two-way communication vehicles between the Council and appropriate community agencies.

✓ The Council shall develop programs and activities which will promote community involvement within the Teacher Corps Project.

✓ The Council shall serve as a sounding board for interested school personnel, community agency personnel, and community residents to present ideas and suggestions for the improvement of the Teacher Corps Project.

■ **Project resource development responsibilities**

✓ The Council will work with the LEA and the IHE in the identification and activation of the human, physical, and financial resources of the community which can be utilized in meeting the goals and objectives of the Teacher Corps Project.

✓ The Council shall develop a resource bank or directory of individual community and community agency resources which can be used in the development and implementation of community-based education programs within the Teacher Corps Project.

✓ The Council will work with the LEA and the staff in the identification of the formal and informal leadership in the areas served by the project schools. The Council shall explore ways to involve these leaders in the Teacher Corps Project.

✓ The Council will work with the LEA and the IHE to develop and implement a community volunteer training program within the Teacher Corps Project.

✓ The Council shall develop and implement specialized training programs for Council members and other interested community members, and shall assist the LEA and the IHE in the development of specialized training programs for school district personnel and Teacher Corps interns.

✓ The Council will work with the Teacher Corps Project staff in the identification of the formal and informal leadership in the areas served by the Project schools. The Council shall explore ways to involve these leaders in the Teacher Corps Project.

Sample Set of Bylaws continued

- **Project evaluation and reporting responsibilities**

✓ The Council will work with the LEA and the IHE in the development of procedures for evaluating the overall effectiveness of the Teacher Corps Project and the effectiveness of specific Project programs.

✓ The Council shall develop and implement procedures for systematic reporting to the community on the progress and effectiveness of the Teacher Corps Project.

✓ The Council will work with the LEA and the IHE in the development of procedures for reporting on the progress and effectiveness of the Teacher Corps Project to appropriate audiences, including the governing boards of the school district, college, community agencies, community organizations, and Teacher Corps officials.

- **Project budgetary responsibilities**

✓ The Council shall become knowledgeable of the federal regulations concerning the fiscal aspects of the Teacher Corps Project.

✓ The Council shall become knowledgeable of the funding restrictions or restraints of the LEA and the IHE which may affect the Teacher Corps Project.

✓ The Council shall make specific recommendations on the use of the Community Council line item in the Teacher Corps Project budget.

✓ The Council will work with the LEA and the IHE in the development of proposals for the maintenance or expansion of the Teacher Corps Project.

✓ The Council will work with the LEA and the IHE in the development of the Teacher Corps budget each year.

✓ The Council, when necessary, shall advise appropriate funding sources of their role in the planning, implementation, and evaluation of the Teacher Corps Project.

Article V–Major Council Limitations

✓ All actions of the Carrillo Teacher Corps Community Council shall be consistent with the policies of the Board of Education, Carrillo Unified School District, and the Board of Regents, California State University and Colleges System, Teacher Corps federal program guidelines, local or state education codes, or administrative codes.

✓ The Council or its individual members shall not direct, prescribe, or dictate a professional staff member's teaching methods or infringe upon the professional staff member's responsibilities in making professional decisions.

✓ The Council or its individual members shall not become involved in the process or procedures relative to the professional evaluation of individual school district or college staff members.

✓ The Council will work with the LEA and the IHE in the recruitment/interview/recommendation process in the selection of Teacher Corps Project staff members and Teacher Corps interns. But the personnel of the two institutions or the Council members do not have ultimate, legal authority to hire or fire personnel, or to formally admit students into graduate training programs.

✓ Council members have no authority as individuals, and all actions of the Council must represent the majority opinion of the Council.

Sample Set of Bylaws continued

Article VI–Structure and Organization of the Council

■ **Membership**

✓ The Community Council of the Carrillo Teacher Corps Project shall be composed of the executive committee members and the associate Council members.

✓ The executive committee of the Council shall consist of ten elected community residents, in keeping with the specific 1977 Teacher Corps Regulations. The executive committee members are the voting members of the Council.

✓ The executive committee may periodically review the composition of the Council to determine the addition of associate (nonvoting) Council members to bring together the best human and financial resources of the schools/community to meet the objectives of the Teacher Corps project. The associate Council members may include representatives from the following groups: school administrators, school teachers, school paraprofessionals, community agencies, students, other parents/nonparents/senior citizens, existing school and community organizations, church/civic/social/labor or other individuals deemed necessary by the executive committee.

✓ To insure continuity of membership on the executive committee, the committee shall establish a process which provides for staggered terms of executive committee members.

✓ If a Council member is absent from three consecutive meetings without an appropriate reason and/or without notifying the Council, his/her membership on the Council may be terminated by a majority vote of the executive committee.

✓ The executive committee shall determine appropriate procedures for filling vacant seats of the associate members, and in accordance with federal guidelines shall establish procedures for replacing vacant seats on the executive committee.

■ **Council meetings**

✓ The Council shall hold regularly scheduled meetings at least once a month, with the time and place to be determined by the Council.

✓ Special meetings of the Council may be called at any time by the chairperson or by a majority of the executive committee.

✓ Notification of all Council meetings (regular and special) shall be in the form of public notices at least three days in advance of the meeting date.

✓ All Council meetings shall be open to the public. Interested persons from the schools, college, and community will be encouraged to attend Council meetings to share ideas and concerns with the Council.

■ **Council procedures**

✓ Council decisions will be determined by a majority vote of the executive committee. Each member of the executive committee will have one vote.

✓ The presence of a majority of the executive committee membership shall be required to constitute a quorum for the transaction of business of the Council.

✓ The secretary of the Council shall keep or cause to be kept accurate minutes of all Council meetings. A copy of these minutes will be sent to each member of the Council within five days after each meeting.

Sample Set of Bylaws continued

- **Council officers and duties**

✓ The officers of the Council shall be a chairperson, a vice-chairperson, a secretary, and other officers the Council may determine are necessary.

- The *chairperson* shall preside at all meetings of the Council. The chairperson shall represent the Council on the policy board, and shall exercise his or her vote on the policy board in accordance with the recommendations of the Council. The chairperson will make regular reports to the Council regarding the actions of the policy board. The chairperson shall also perform all duties related to the office of chairperson, and such other duties as may be assigned by the Council.
- The *vice-chairperson* shall, in the absence of the chairperson, carry out the responsibilities of the chairperson, including representing the chairperson at policy board meetings. The vice-chairperson shall also perform all other duties related to the office of vice-chairperson and such duties as may be assigned by the chairperson or the Council.
- The *secretary* of the Council shall keep or cause to be kept accurate minutes of all Council meetings and provide a copy of these minutes to each Council member. The secretary shall send out notices and/or agendas of meetings, attend to correspondence, and send out publicity as directed. The secretary shall also perform all other duties related to the office of secretary and such duties as may be assigned by the Council. The Council may decide to provide the Council secretary with paid assistance.

✓ The officers of the Council shall be elected by the members of the executive committee by the method the committee determines to be most appropriate. The executive committee shall also determine the method of nomination, the term of office, and procedures for replacing an officer.

- **General Council provision**

When procedures are not covered by the bylaws, Council meetings shall be operated under the current *Robert's Rules of Order*.

- **Amendments to Council bylaws**

These bylaws may be amended at any Council meeting by the affirmative vote of two-thirds of the executive committee membership.